Kingsford Elementary School

2017-18 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)	**2016-17 Title I School**	**2016-17 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	71%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Kingsford Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Kingsford Elementary we are committed to providing a diverse, cooperative, high quality education for all students.

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, a bilingual Receptionist and a bilingual Principal. Kingsford Elementary will conduct 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 from which our students come. Teachers have been encouraged to utilize the bilingual Paraprofessionals who are scheduled in classes during the instructional day to assist in bridging language barriers and promote student achievement. Staff members are utilizing the Diversity/ESOL training and home community visits 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 strive to be consistent in our implementation of the school-wide rules and expectations. PBS expectations are reviewed at the beginning of the year with staff and with all students. They are re-taught to students after major breaks from school.

Behavior Management Expectations -
Classroom behavior management systems 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 and procedures. 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 -
Classroom 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.
Procedures for the following actions are mandatory for every 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 be sent via the Polk Portal when sending a child 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 pre-planned 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
Parent contact

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

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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 at level 1 in ELA or Math on statewide assessments or district progress monitoring
Students failing ELA or Math during a 9-week grading period
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	16	12	20	15	13	11	0	0	0	0	0	0	0	87
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	5	9	11	44	37	2	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	1	21	41	24	33	0	0	0	0	0	0	0	120

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	19	15	21	0	0	0	0	0	0	0	57

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.
Students who demonstrate persistent discipline issues are referred to the RtI Team to determine appropriate interventions, such as mentoring, Check In/Check Out, or setting specific replacement

behavior targets.
Students at level 1, 2, or low level 3 are provided additional small group instruction with a teacher or para, varied opportunities for additional tutoring, and incentives for increased academic proficiency and growth.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/470271.

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 read to students who are at risk. Americorps also provides tutors to work with primary students on reading throughout the day. 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

1. School Leadership Team

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

Name	Title
Bizerra, Sue	Principal
Hernandez , Clair	Other
Santangelo, Amy	Assistant Principal
Dobson, Nyame	Instructional Coach
Croy, Carmen	Instructional Media

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 STAR, STAR Early Literacy, and Istation several times per year for progress monitoring of reading, math, and science. Weekly assessments from Reading Wonders will also be reviewed along with Math and Science module assessments.

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. 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, math coach, reading 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 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
Sue Bizerra	Principal
Clair Hernandez	Teacher
Cheryl Fogel	Education Support Employee
Julie Taylor	Business/Community
Amy Santangelo	Education Support Employee
Laura Camejo	Parent
Teresa Aguilar	Parent
Juan Hernandez	Parent
Artemia Nava	Parent
Consuelo Cuahutenango	Parent
Mirna Bonilla	Parent
Adriana Lopez	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At the first meeting the SAC will review student data from statewide assessments and school grade data to help determine if interventions from the 2016-2017 School Improvement Plan were effective.

b. Development of this school improvement plan

The SAC will review the 2017-2018 SIP, specifically focused on the Goals, Barriers, Strategies and Action Steps, at the second monthly meeting and make any appropriate changes as needed.

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

The SAC will review budget projections in the spring and make suggestions for revisions in order to best meet the needs of Kingsford Elementary students and staff.

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

School Improvement funds from 2016-2017 totaled just over $4,000 and were spent entirely on ink for printers around the campus.

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
Bizerra, Sue	Principal
Hernandez , Clair	SAC Member
Dobson, Nyame	Instructional Coach
Santangelo, Amy	Assistant Principal
Croy, Carmen	Instructional Media

b. Duties

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

In order to increase students' reading at or above grade level as measured on the Florida Standards Assessment, STAR and STAR Early Literacy, and Istation, teachers will monitor struggling students' progress and communicate with the students' parents regarding their progress. Progress monitoring assessments include STAR and STAR Early Literacy, Istation, High Frequency Word acquisition, reading fluency, and other measures as determined by the RtI team. Struggling students will be targeted for varied additional tutorial services. The LLT will also review tier data and plans to ensure students are making expected learning gains.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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. Grade levels are required to meet two times per week to collaboratively plan each subject area, facilitated by the school leadership team and district based personnel. Once a month the planning time is used for examining student work and/or data, and occasionally it is used for other professional development needs. 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 part of the district recruiting initiative and participates in local and out-of-state recruitment fairs.
4. Strategic questions in interviews have lead to hiring only those who are appropriately trained and experienced
5. Each new teacher will be assigned a 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.

Grade level chairs mentor teachers new to their grade level.

Media Specialist, Ms. Croy will assist any new to Kingsford teacher in learning about the general campus processes and procedures.

The ELA Coach-Nyame Dobson, and Math Coach-Jamie Baker, will assist any teachers struggling with curriculum and/or classroom management issues.

One teacher is in the PEC program and will receive PEC mentoring services from Assistant Principal-Amy Santangelo.

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. Also used are many resources available on the district curriculum maps.

Kingsford Elementary will continue using Developmental Studies Writing program; Being a Writer again this year in grades K-2, while the remaining grade levels follow the district learning maps.

Kingsford will also provide after school tutoring, using resources approved through the PURE process, from October 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 STAR and Early STAR Literacy for ELA progress monitoring, along with Istation in both ELA and Math. Since all students take these ongoing assessments, they will be utilized to analyze the effectiveness of core instruction.

All students receive an extended reading block called Power Hour (60 minutes) plus the core literacy block of 120 minutes in order to support literacy instruction. Math instruction includes the 60-minute core block along with 30 minutes of additional small group instruction (III). Tier 2 intervention is provided during the regular core block and during ELA Power Hour and Math III.

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. An additional 30 minutes is designated for intervention time.

Strategy Rationale

We have been designated one of the lowest 300 schools in the state for ELA proficiency, and therefore are mandated to have the extended 60 minutes of reading (Power Hour). Whether mandated or not, we have continuously used the extended 60 minute block to maintain instructional momentum and to provide continued differentiation for our diverse culture population. The additional 30 minutes for III Math instruction provides time to differentiate and remediate math instruction.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Bizerra, Sue, sue.bizerra@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 STAR and STAR Early Literacy. Monthly data from Istation will be available in both ELA and Math. 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, and district created mini module assessments for Math and Science. Additional data from Tier 2 and Tier 3 interventions may include fluency probes, math facts, and other measures indicated through the RtI process. This data is reviewed monthly to measure effectiveness of interventions and guide future instruction.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, §§ 1114(b)(6).

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.

Points of Strength Opportunities for Improvement
1. 3rd and 4th Math proficiency 1. Lowest 25% LG at 40% ELA, 35% Math

2. Low number of discipline referrals 2. SWD and ELL proficiency in ELA
3. Stable and dedicated staff
4. Kinder STAR Early Literacy results

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"Â? 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.

1. 4th and 5th grades were not included in after school tutoring
2. Effectiveness of small group instruction
3. Differentiation not used with fidelity resulting in low percentage of gains
4. 2nd and 3rd grades need extra support with literacy / 2nd grade phonics support
5. High percent of students with over 18 absences
6. Over 50% of students are classified as ELL

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Kingsford Elementary will provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning.

G2.   If we plan and implement standards-based, rigorous core and supplemental instruction informed by analysis of student data, then ELA proficiency will increase from 40% to 52%, Math proficiency will increase from 57% to 68%, and Science proficiency will increase from 36% to 50%.

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. Kingsford Elementary will provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning. 1a

🔍 G098063

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	8.0
5Es Score: Involved Families	200.0
Discipline incidents	15.0

Targeted Barriers to Achieving the Goal 3

- Improve student and staff attendance.

- Increase community and family involvement.

- Maintain low number of discipline referrals and continue to increase instructional time in class.

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBS Team, PTO fundraising, Polk Vision focus on attendance, established community partners, music and art programs, stable and committed staff.

Plan to Monitor Progress Toward G1. 8

Office staff will provide student and staff attendance data. Family and community involvement numbers and feedback will be monitored for each event. PBS Team will review behavior data monthly to guide implementation of behavior interventions.

Person Responsible
Sue Bizerra

Schedule
Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion
Student and staff attendance lists, quarterly rewards given, increased number of students and staff with perfect attendance, decreased number of students and staff with less than 90% attendance, as per attendance records on Pinnacle and SAP. Consistent numbers and return visitors throughout the year, climate survey indicating positive rating for family and community involvement events. PBS Team meeting schedule, agenda, minutes indicating modification of behavior interventions and rewards as needed.

G2. If we plan and implement standards-based, rigorous core and supplemental instruction informed by analysis of student data, then ELA proficiency will increase from 40% to 52%, Math proficiency will increase from 57% to 68%, and Science proficiency will increase from 36% to 50%. 1a

🔑 G098064

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
Math Gains	60.0
Math Lowest 25% Gains	52.0
ELA/Reading Gains	53.0
ELA/Reading Lowest 25% Gains	55.0
School Grade - Percentage of Points Earned	56.0

Targeted Barriers to Achieving the Goal 3

- Improve understanding of the full intent of the Standards, including effective Standards-based instruction.

- Increase authentic teacher and student engagement.

- English language levels impact student achievement.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Data/Progress Monitoring: STAR and STAR Early Literacy, Istation for ELA and Math, Math and Science module tests, High Frequency Word (HFW) and Fluency progress monitoring, Math facts progress monitoring, FSA for ELA and Math, FCAT Science.

- 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 Maps and their online resources, writing program-Being a Writer, Florida Standards, FCRR, Achieve 3000 (Grades 2-5), Go Math, Science Saurus, Seeds of Science, and Brain pop.

- Staff Resources: Paraprofessionals, School Based Leadership Team, School Based Literacy Coach- Nyame Dobson, Reading Interventionist-Kara Holt, School Based Math Coach-Jamie Baker, District Science Coach-Cheryl Fogel, District Reading Coach- Beth Dawson, and District Math Coach-Kerri Foster.

Plan to Monitor Progress Toward G2. 8

Administration and SBLT will participate in weekly planning, review completed lesson plans, conduct daily observations, and provide feedback to teachers. Professional development and coaching will be provided as needed. Additionally, SBLT will meet with grade levels, individual teachers, and students to discuss student work and progress monitoring data.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Data as evidenced in FSA (ELA/Math), STAR and STAR Early Literacy, Istation, FCAT Science,Teacher observation/feedback, and weekly ELA assessments, Math/Science module tests.

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. Kingsford Elementary will provide a safe and orderly environment, promote high expectations for all, and build strong relationships with families and communities to support learning. `1`

🔑 G098063

G1.B1 Improve student and staff attendance. `2`

🔑 B263750

G1.B1.S1 Provide incentives for perfect attendance for students and staff. `4`

🔑 S279324

Strategy Rationale

Poor attendance is a key indicator in the Early Warning System. Staff poor attendance directly affects the students not being served by the assigned staff member.

Action Step 1 `5`

Students can earn snacks, special lunch privileges, and prizes for perfect attendance each quarter.

Person Responsible

Amy Santangelo

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Perfect attendance list, schedule for providing awards and list of awards.

Action Step 2 `5`

Teachers can earn gift cards, snacks, dress down days or other rewards for perfect attendance each quarter.

Person Responsible

Sue Bizerra

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Perfect attendance list, and list of awards.

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

Office staff will provide attendance information.

Person Responsible

Sue Bizerra

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Quarterly student and staff attendance lists, list of rewards given, schedule for student awards.

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

Office staff will provide attendance information.

Person Responsible

Sue Bizerra

Schedule

Quarterly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Increased number of students and staff with perfect attendance, decreased number of students and staff with less than 90% attendance, as per attendance records on Pinnacle and SAP.

G1.B2 Increase community and family involvement. 2

🔑 B263751

G1.B2.S1 Host high-interest events to include families and the community throughout the school year. 4

🔑 S279325

Strategy Rationale

Family and community involvement in the school provide extra resources to support student learning.

Action Step 1 5

Family involvement nights will include student performances as well as academic focus to increase attendance.

Person Responsible

Schedule

Every 6 Weeks, from 8/28/2017 to 5/24/2018

Evidence of Completion

Schedule, agendas, and sign-in sheets for family involvement nights.

Action Step 2 5

Invite community stakeholders and business partners to participate in family events.

Person Responsible

Schedule

Every 6 Weeks, from 8/28/2017 to 5/24/2018

Evidence of Completion

Invitations to community stakeholders and business partners, sign-in sheets, other evidence of their participation.

Action Step 3 `5`

Implement The Great American Teach-In to build relationships with community members and local businesses.

Person Responsible

Schedule

On 11/17/2017

Evidence of Completion

Great American Teach-In invitations, schedule, photos, and feedback.

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

SBLT will work together to support varied family and community events throughout the year

Person Responsible

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Schedules, sign-in sheets, feedback and evaluations of events, photos.

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

SBLT will review feedback and/or evaluations to guide planning for subsequent events.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/21/2017 to 5/24/2018

Evidence of Completion

Sign-in sheets, feedback and/or evaluations of events, consistent numbers and return visitors throughout the year, climate survey indicating positive rating for family and community involvement events.

G1.B2.S2 Promote home/school communication through varied means. 4

🔑 S279326

Strategy Rationale

Better communication with families helps align our efforts for the best interest of our students and promote a positive image of the school.

Action Step 1 5

Purchase student agendas to facilitate daily communication between family and school.

Person Responsible

Sue Bizerra

Schedule

On 8/9/2017

Evidence of Completion

Purchase order, all student have agendas.

Action Step 2 5

Purchase 3-ring binders and sheet protectors to create agenda binders to help organize materials for students and families to use for at home practice.

Person Responsible

Sue Bizerra

Schedule

On 8/18/2017

Evidence of Completion

Purchasing records, students using agenda binders.

Action Step 3 5

Use the services of Message on Hold to promote a positive image of the school and provide information to people when calling the school and put on hold.

Person Responsible

Sue Bizerra

Schedule

On 8/23/2017

Evidence of Completion

Purchase order for Message on Hold, message played on telephone when stakeholders are on hold.

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

Make sure that all purchases are made and agendas, binders and resource materials are organized in binders.

Person Responsible

Sue Bizerra

Schedule

On 8/31/2017

Evidence of Completion

All students with agenda binder including agenda and varied resource pages. Message played on phone during hold.

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

Families express appreciation for added levels of communication and for helpful academic resources in agenda binder.

Person Responsible

Sue Bizerra

Schedule

Semiannually, from 8/14/2017 to 5/24/2018

Evidence of Completion

Family survey results. Comments to staff.

G1.B3 Maintain low number of discipline referrals and continue to increase instructional time in class. 2

🔑 B263752

G1.B3.S1 Continue to implement Positive Behavior Support (PBS) with fidelity. 4

🔑 S279327

Strategy Rationale

PBS is a proven way to promote good behavior in a positive manner, resulting in improved academic performance.

Action Step 1 5

Teachers will continue to use PBS in the classroom and school will implement monthly rewards to promote positive behavior.

Person Responsible

Schedule

Daily, from 8/7/2017 to 5/24/2018

Evidence of Completion

List of students per class receiving monthly PBS rewards, list of monthly rewards, observation of rewards being given to students.

Action Step 2 5

Establish structure for mentoring relationships for at risk students.

Person Responsible

Schedule

Weekly, from 8/7/2017 to 5/24/2018

Evidence of Completion

List of students in need of mentoring, list of paired mentors, Check In Check Out records.

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

All staff will participate in rewarding PBS bucks and varied staff members will participate as mentors.

Person Responsible

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PBS expectations reviewed on ITV, list of students per class receiving monthly PBS rewards, list of monthly rewards, list of students being mentored with assigned mentors, records of mentor/mentee meetings.

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

PBS Team will review behavior data monthly to guide implementation of behavior interventions in order to promote a safe and orderly environment.

Person Responsible

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

PBS Team meeting schedule, agenda, minutes.

G2. If we plan and implement standards-based, rigorous core and supplemental instruction informed by analysis of student data, then ELA proficiency will increase from 40% to 52%, Math proficiency will increase from 57% to 68%, and Science proficiency will increase from 36% to 50%. 1

🔑 G098064

G2.B1 Improve understanding of the full intent of the Standards, including effective Standards-based instruction. 2

🔑 B263753

G2.B1.S1 Establish pre-planning expectations 4

🔑 S279328

Strategy Rationale

Teachers at times come to planning without being properly prepared

Action Step 1 5

Before planning day teachers will review standards to be taught and read any texts included in lesson.

Person Responsible

Amy Santangelo

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Teacher knowledge of standards and texts as evidenced during grade level planning.

Action Step 2 5

Teachers will add their designated information onto the lesson plan prior to planning.

Person Responsible

Amy Santangelo

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

When grade levels meet for planning, lesson plans will be pre-populated with information previously designated to members of the grade level team.

Action Step 3 `5`

Provide substitute teachers for extended professional development

Person Responsible

Sue Bizerra

Schedule

Quarterly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Professional development agenda, sign-in sheet, evidence of implementation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Lesson plans include all pre-designated sections and teachers are familiar with the standards and texts.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Online lesson plans, teacher discussion at planning.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Grade levels have informed discussion of lesson plans and finish planning with completed plan.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Grade level planning discussions, complete and quality lesson plans

G2.B1.S2 Build deep understanding of standards with students, shown through rigorous, standards-based tasks. 4

S279329

Strategy Rationale

Students must have a deep understanding of the standards in order to show academic growth and attain proficiency. Students must further develop their deep understanding of the standards through completion of rigorous, standards-based tasks.

Action Step 1 5

Teachers break down standard with students through discussion, building background knowledge, teaching in understandable chunks, and building annotated standards and anchor charts with students.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

During classroom walkthroughs, annotated standards and anchor charts will be posted and there will be evidence that they are used in instruction. Lesson plans include ideas for anchor charts.

Action Step 2 5

Teachers will check for understanding with formative assessments throughout lesson, including increased use of HOT questions and varied ways for collaborative responses.

Person Responsible

Sue Bizerra

Schedule

Daily, from 8/7/2017 to 5/18/2018

Evidence of Completion

Varied formative assessments used every 5-10 minutes during teaching and as part of collaborative and independent student work. Lesson plans include varied formative assessments, HOT questions, and varied response formats.

Action Step 3 `5`

Teachers will embed question formats used in assessments throughout lessons.

Person Responsible

Nyame Dobson

Schedule

Daily, from 8/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans and teaching will show use of question formats used in assessments.

Action Step 4 `5`

Teachers will bring student work samples to planning to calibrate student outcomes.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Work samples brought by each teacher and discussion around depth of student understanding demonstrated by work samples.

Action Step 5 `5`

Implement write to respond and cross curricular writing through journals and other writing tasks. Implement school wide writing processes for extended writing tasks.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans with writing tasks, subject area journals, writing portfolios showing increased writing proficiency.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

SBLT will participate in grade level planning, check lesson plans and student work, and do daily classroom observations.

Person Responsible

Sue Bizerra

Schedule

Daily, from 8/7/2017 to 5/18/2018

Evidence of Completion

Annotated standards posted, anchor charts posted, frequent formative assessments used, standards appropriately chunked to promote student understanding, student work and writing samples, lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Students will demonstrate deep understanding of standards and demonstrate this on rigorous, standards-based tasks.

Person Responsible

Sue Bizerra

Schedule

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

Evidence of Completion

Lesson plans and observations, student work and writing samples showing growth, student ability to complete rigorous, standards-based tasks. Analysis of student data on STAR, Early STAR Literacy, Istation, weekly ELA assessments, Math/Science module assessments, and other data as appropriate.

G2.B2 Increase authentic teacher and student engagement. [2]

🔑 B263754

G2.B2.S1 Provide Professional Development on Kagan strategies and implement in weekly lessons. [4]

🔑 S279331

Strategy Rationale

Kagan strategies provide a variety of formats to authentically and collaboratively engage students in their learning.

Action Step 1 [5]

Provide Professional Development on Kagan strategies, Renaissance tools, LSI Marzano strategies, and other research-based tools to promote teacher effectiveness. Pay teachers for after hours professional development.

Person Responsible

Sue Bizerra

Schedule

Every 6 Weeks, from 8/3/2017 to 5/18/2018

Evidence of Completion

Pre-planning week agenda, PD sign in sheets.

Action Step 2 [5]

Identify Kagan focus strategy for each month and include in lesson plans and instruction.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans, weekly staff newsletter with reminder of focus strategy, classroom observations.

Action Step 3 `5`

Partner teachers with a Kagan buddy in different grade level to observe each other and give feedback on implementation of monthly strategy.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Teacher feedback notes from peer observation.

Action Step 4 `5`

Meet with Renaissance online coach for select professional development sessions

Person Responsible

Schedule

Every 6 Weeks, from 10/2/2017 to 4/27/2018

Evidence of Completion

Sign-in sheets, increased use of Renaissance reports and resources to guide instruction

Action Step 5 `5`

Purchase LSI Marzano resources to support teachers in effectively implementing LSI recommendations.

Person Responsible

Sue Bizerra

Schedule

On 1/26/2018

Evidence of Completion

Purchase orders and goods receipts.

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

SBLT will facilitate integration of monthly Kagan strategy into lesson plans and coordinate Kagan buddy observations.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/3/2017 to 5/18/2018

Evidence of Completion

Pre-planning agenda, PD sign-in sheets, lesson plans, list of Kagan buddies, schedule for Kagan buddy observations.

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

SBLT will conduct classroom observations and note effective use of Kagan focus strategies. SBLT will also look at Kagan buddy feedback notes and facilitate discussion on effective use of strategies at grade level planning.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Classroom observations noting implementation of Kagan focus strategies, Kagan buddy feedback notes.

G2.B2.S2 Strengthen 5E instruction in Math and Science. 4

🔑 S279332

Strategy Rationale

5E instruction promotes authentic, collaborative student engagement in hands-on, inquiry learning where students are encouraged to grow toward proficiency in a supportive environment.

Action Step 1 5

Identify areas of need and potential model classrooms for 5E implementation.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Prior year Math and Science classroom data, classroom observations, district and school-based coach recommendations, list of potential model classrooms, list of teachers in need of support with 5E.

Action Step 2 5

Provide PD and the coaching cycle as needed to develop proficiency in 5E instruction.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/14/2017 to 3/23/2018

Evidence of Completion

PD agenda and sign-in sheets, coaching logs, district coach notes, classroom observations.

Action Step 3 5

Use collaborative planning to analyze data to drive planning and effective differentiation.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Collaborative planning notes and sign-in sheets, lesson plans, planned differentiation based on data analysis.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Lesson plans and instruction will reflect consistent, effective implementation of the 5E model of instruction in Math and Science. Professional development and coaching will be provided as needed.

Person Responsible

Sue Bizerra

Schedule

Weekly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Math and Science lesson plans, PD records and coaching logs, district coach notes, differentiation in lesson plans based on data analysis.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

SBLT and District Coaches will conduct classroom observations and data analyses to determine effectiveness of 5E instruction and further need for differentiated support.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

Classroom observation notes, Math and Science module tests and other assessments showing mastery of standards, FSA Math and FCAT Science assessments.

G2.B2.S3 Purchase additional student laptops for classroom workstations, as well as varied instructional resources and supplies to enhance student learning and engagement. 4

🔑 S279333

Strategy Rationale

Classrooms currently only have 4 student computer stations. Portables in particular need additional student stations since the laptop carts cannot reach those classrooms. Additional resources and supplies will be needed to enhance instruction in core subject areas.

Action Step 1 5

Get quotes and purchase laptops.

Person Responsible

Sue Bizerra

Schedule

On 8/31/2017

Evidence of Completion

Purchase orders, laptops delivered to school

Action Step 2 5

Work with technology department to ensure sufficient ports to host laptops.

Person Responsible

Sue Bizerra

Schedule

On 9/29/2017

Evidence of Completion

Work order if needed to supply ports, activated ports, and connected laptops in use in classrooms

Action Step 3 `5`

Purchase approved resources to supplement classroom instruction and tutoring.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/14/2017 to 5/1/2018

Evidence of Completion

Purchase orders and procurement card reports. Resources in classrooms.

Plan to Monitor Fidelity of Implementation of G2.B2.S3 `6`

Proposed purchases will be approved by school administration and district Title 1 to ensure alignment with standards-based instruction and Title 1 regulations. Network manager will update on activation of needed ports.

Person Responsible

Sue Bizerra

Schedule

On 9/29/2017

Evidence of Completion

Title 1 justification approval forms, released purchase orders, procurement card reports, computers delivered and connected, supplies in classrooms.

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 `7`

Classroom observations to see student use of computers and reviews of instructional technology reports. Classroom observations to see purchased supplies being used in classrooms

Person Responsible

Sue Bizerra

Schedule

Biweekly, from 8/21/2017 to 9/29/2017

Evidence of Completion

Classroom walkthroughs showing effective use of new supplies, students using additional computers, instructional technology reports showing increased use of instructional technology,

G2.B2.S4 Provide funding for students to participate in educational field trip experiences. 4

🔑 S279334

Strategy Rationale

Educational field trips provide students with the opportunity to experience in person what they are learning about in the classroom.

Action Step 1 5

Organize grade level field trips with host venues.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Field trip flyers for families, reservations with venues, quotes from venues, purchase orders for venues

Action Step 2 5

Arrange appropriate transportation for field trips.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/14/2017 to 5/24/2018

Evidence of Completion

Trip Tracker records, quotes for transportation, purchase orders for transportation

Plan to Monitor Fidelity of Implementation of G2.B2.S4 `6`

Field trips will be approved by school administration and planning arrangements will be monitored to make sure all paperwork is complete.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 8/14/2017 to 5/18/2018

Evidence of Completion

Title 1 justification approval forms, purchase orders for venue and transportation fees, permission slips turned in.

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 `7`

Follow-up activities will be completed to ensure students make the connection of the real life experience to the lessons learned in class.

Person Responsible

Amy Santangelo

Schedule

Monthly, from 9/6/2017 to 5/18/2018

Evidence of Completion

Classroom observations, student work samples of follow-up activities

G2.B2.S5 Fund positions for Title 1 ELA Interventionist, full time ELA Coach, and part time Math Coach.
4

S279335

Strategy Rationale

The Instructional Coaches assist teachers with implementation of rigorous, standards based instruction, and the Title 1 Interventionist works with struggling readers and helps with family outreach efforts.

Action Step 1 5

Hire and guide Title 1 personnel

Person Responsible

Sue Bizerra

Schedule

Daily, from 7/1/2017 to 6/29/2018

Evidence of Completion

Positions filled, minutes of leadership meetings

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Coaches will meet with teachers in weekly planning and provide coaching as needed. Interventionist will meet with small groups daily and support family involvement initiatives.

Person Responsible

Sue Bizerra

Schedule

Daily, from 7/3/2017 to 6/29/2018

Evidence of Completion

Planning sign-in sheets, standards based lesson plans, coaching logs, small group records, family involvement sign-in sheets and agendas.

Plan to Monitor Effectiveness of Implementation of G2.B2.S5 `7`

Administration will support coaches in planning and work with all Title 1 personnel to plan next steps to effectively implement strategies to increase student achievement.

Person Responsible

Sue Bizerra

Schedule

Daily, from 8/3/2017 to 6/29/2018

Evidence of Completion

Increased student proficiency and evidence of expected growth on progress monitoring measures and on FSA and end-of-year assessments.

G2.B3 English language levels impact student achievement. `2`

🔑 B263755

G2.B3.S1 Use data to progress monitor students in order to guide instructional interventions. `4`

🔑 S279336

Strategy Rationale

Regular review of progress monitoring data provides the direction for subsequent interventions. Data reviews with teachers and students provide the opportunity to reward successes and guide interventions.

Action Step 1 `5`

Use WIDA results along with other end of year data to identify initial instructional needs of students.

Person Responsible

Sue Bizerra

Schedule

Annually, from 8/7/2017 to 9/8/2017

Evidence of Completion

Disaggregated data, change of placement based on data, decisions on targeted tutoring (Reading Pals, AmeriCorps, ESOL tutoring, and others) based on data.

Action Step 2 `5`

Use district and local assessments for progress monitoring to guide instruction.

Person Responsible

Nyame Dobson

Schedule

Monthly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Grade level PLC agendas and sign-in sheets referencing monthly data discussions leading to instructional decisions. RtI notes.

Action Step 3 `5`

Incorporate data chats with teachers and students following quarterly assessments.

Person Responsible

Sue Bizerra

Schedule

Quarterly, from 10/16/2017 to 4/13/2018

Evidence of Completion

Sign-in sheets and notes from data chats. Individual student data chat sheets.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Collect evidence of monthly grade level data discussions and quarterly individual data reviews.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 8/7/2017 to 5/18/2018

Evidence of Completion

PLC sign in sheets, student placement changes based on data, changes in instructional interventions based on data, notes from data chats, individual student data sheets updated based on data chats.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Review data to determine if interventions are producing expected learning gains.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, and Math fact fluency, Math/Science module tests, FSA ELA and Math results, FCAT Science results, other data related to Tier 2 and Tier 3 documentation.

G2.B3.S2 Provide varied tutoring opportunities for targeted students. `4`

`S279337`

Strategy Rationale

Over half of our student population is limited or non-English speaking, and many others have limited development of their literacy skills. Tutoring provides a way to provide additional time on task to develop literacy, math and science grade level proficiency.

Action Step 1 `5`

Provide varied tutoring opportunities throughout the day, including after school, lunch bunch, before school, and others as needed.

Person Responsible

Amy Santangelo

Schedule

Daily, from 9/11/2017 to 5/11/2018

Evidence of Completion

Tutoring schedules, student attendance sheets, tutoring lesson plans.

Action Step 2 `5`

Tutoring and small group instruction to include previewing, vocabulary instruction, and scaffolded instruction.

Person Responsible

Amy Santangelo

Schedule

Daily, from 9/11/2017 to 5/11/2018

Evidence of Completion

Tutoring lesson plans, classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B3.S2 `6`

SBLT will target students for varied tutoring opportunities, secure qualified tutors to work with the students, set up schedules, provide teaching resources, arrange for transportation and snacks if applicable.

Person Responsible

Amy Santangelo

Schedule

Weekly, from 9/11/2017 to 5/11/2018

Evidence of Completion

Tutoring schedules and sign-in sheets, tutoring lesson plans, observation of tutoring and small group work.

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 `7`

SBLT will monitor academic progress of students participating in tutoring using progress monitoring assessments, district and state assessments.

Person Responsible

Sue Bizerra

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, and Math fact fluency, Math/Science module tests, FSA ELA and Math results, FCAT Science results, other data related to Tier 2 and Tier 3 documentation.

G2.B3.S3 Promote reading at all grade levels to increase literacy proficiency and foster a love of reading. 4

🔑 S279338

Strategy Rationale

ELA scores consistently lag behind Math and Science scores. There is a need to provide engaging reading texts that will encourage a love of reading and push students to higher levels of text complexity.

Action Step 1 5

Purchase leveled book sets with an emphasis on Science and Social Studies text. Purchase additional books and E-books to increase access to reading texts in classrooms and Media Center.

Person Responsible

Carmen Croy

Schedule

On 10/27/2017

Evidence of Completion

Purchase orders for new books, new books available in Media Center and classroom libraries as well as online.

Action Step 2 5

Advertise varied books on ITV and promote AR monthly to encourage widespread circulation of new reading material.

Person Responsible

Carmen Croy

Schedule

Weekly, from 8/28/2017 to 5/18/2018

Evidence of Completion

Book ads on ITV, monthly AR promotions and incentives, other literacy and reading promotions.

Action Step 3 `5`

Host Book Clubs for varied groups of students to promote literacy achievement and love of reading. Have groups participate in Sunshine State Readers and Book Bowl.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 9/11/2017 to 5/18/2018

Evidence of Completion

Schedule and sign-in sheets for book club meetings, AR reports, observation of book clubs, special events deriving from book clubs.

Action Step 4 `5`

Advertise a Math, Science or ELA Word of the Day on ITV and reward students for using the word correctly.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Schedule for advertising words and list of words, advertisements on ITV, list of students receiving rewards.

Plan to Monitor Fidelity of Implementation of G2.B3.S3 `6`

SBLT, Literacy Leadership Team (LLT), and ITV Team will work together to support implementation of reading initiatives.

Person Responsible

Nyame Dobson

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

List of new books available for students, ITV ads featuring books and word of day, monthly AR promotions, schedule and sign-in sheets for book clubs.

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 `7`

SBLT will monitor academic progress of students on ELA achievement using progress monitoring assessments, district and state assessments.

Person Responsible

Nyame Dobson

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, FSA ELA results, other ELA data related to Tier 2 and Tier 3 documentation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S2.MA1 🔑 M407107	Students will demonstrate deep understanding of standards and demonstrate this on rigorous,...	Bizerra, Sue	8/15/2016	Lesson plans and observations, student work and writing samples showing growth, student ability to complete rigorous, standards-based tasks. Analysis of student data on STAR, Early STAR Literacy, Istation, weekly ELA assessments, Math/ Science module assessments, and other data as appropriate.	6/2/2017 weekly
G1.B2.S2.A1 🔑 A376382	Purchase student agendas to facilitate daily communication between family and school.	Bizerra, Sue	7/24/2017	Purchase order, all student have agendas.	8/9/2017 one-time
G1.B2.S2.A2 🔑 A376383	Purchase 3-ring binders and sheet protectors to create agenda binders to help organize materials...	Bizerra, Sue	8/9/2017	Purchasing records, students using agenda binders.	8/18/2017 one-time
G1.B2.S2.A3 🔑 A376384	Use the services of Message on Hold to promote a positive image of the school and provide...	Bizerra, Sue	8/9/2017	Purchase order for Message on Hold, message played on telephone when stakeholders are on hold.	8/23/2017 one-time
G1.B2.S2.MA1 🔑 M407101	Make sure that all purchases are made and agendas, binders and resource materials are organized in...	Bizerra, Sue	7/24/2017	All students with agenda binder including agenda and varied resource pages. Message played on phone during hold.	8/31/2017 one-time
G2.B2.S3.A1 🔑 A376405	Get quotes and purchase laptops.	Bizerra, Sue	8/21/2017	Purchase orders, laptops delivered to school	8/31/2017 one-time
G2.B3.S1.A1 🔑 A376411	Use WIDA results along with other end of year data to identify initial instructional needs of...	Bizerra, Sue	8/7/2017	Disaggregated data, change of placement based on data, decisions on targeted tutoring (Reading Pals, AmeriCorps, ESOL tutoring, and others) based on data.	9/8/2017 annually
G2.B2.S3.MA1 🔑 M407115	Classroom observations to see student use of computers and reviews of instructional technology...	Bizerra, Sue	8/21/2017	Classroom walkthroughs showing effective use of new supplies, students using additional computers, instructional technology reports showing increased use of instructional technology,	9/29/2017 biweekly
G2.B2.S3.MA1 🔑 M407116	Proposed purchases will be approved by school administration and district Title 1 to ensure...	Bizerra, Sue	8/21/2017	Title 1 justification approval forms, released purchase orders, procurement card reports, computers delivered and connected, supplies in classrooms.	9/29/2017 one-time
G2.B2.S3.A2 🔑 A376406	Work with technology department to ensure sufficient ports to host laptops.	Bizerra, Sue	8/21/2017	Work order if needed to supply ports, activated ports, and connected laptops in use in classrooms	9/29/2017 one-time
G2.B3.S3.A1 🔑 A376416	Purchase leveled book sets with an emphasis on Science and Social Studies text. Purchase...	Croy, Carmen	8/28/2017	Purchase orders for new books, new books available in Media Center and classroom libraries as well as online.	10/27/2017 one-time
G1.B2.S1.A3 🔑 A376381	Implement The Great American Teach-In to build relationships with community members and local...		10/2/2017	Great American Teach-In invitations, schedule, photos, and feedback.	11/17/2017 one-time
G2.B2.S1.A5 🔑 A376401	Purchase LSI Marzano resources to support teachers in effectively implementing LSI recommendations.	Bizerra, Sue	11/6/2017	Purchase orders and goods receipts.	1/26/2018 one-time
G2.B2.S2.A2 🔑 A376403	Provide PD and the coaching cycle as needed to develop proficiency in 5E instruction.	Bizerra, Sue	8/14/2017	PD agenda and sign-in sheets, coaching logs, district coach notes, classroom observations.	3/23/2018 monthly
G2.B3.S1.A3 🔑 A376413	Incorporate data chats with teachers and students following quarterly assessments.	Bizerra, Sue	10/16/2017	Sign-in sheets and notes from data chats. Individual student data chat sheets.	4/13/2018 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A4 🔍 A376400	Meet with Renaissance online coach for select professional development sessions		10/2/2017	Sign-in sheets, increased use of Renaissance reports and resources to guide instruction	4/27/2018 every-6-weeks
G2.B2.S3.A3 🔍 A376407	Purchase approved resources to supplement classroom instruction and tutoring.	Bizerra, Sue	8/14/2017	Purchase orders and procurement card reports. Resources in classrooms.	5/1/2018 monthly
G2.B3.S2.MA1 🔍 M407124	SBLT will target students for varied tutoring opportunities, secure qualified tutors to work with...	Santangelo, Amy	9/11/2017	Tutoring schedules and sign-in sheets, tutoring lesson plans, observation of tutoring and small group work.	5/11/2018 weekly
G2.B3.S2.A1 🔍 A376414	Provide varied tutoring opportunities throughout the day, including after school, lunch bunch,...	Santangelo, Amy	9/11/2017	Tutoring schedules, student attendance sheets, tutoring lesson plans.	5/11/2018 daily
G2.B3.S2.A2 🔍 A376415	Tutoring and small group instruction to include previewing, vocabulary instruction, and scaffolded...	Santangelo, Amy	9/11/2017	Tutoring lesson plans, classroom observations.	5/11/2018 daily
G2.MA1 🔍 M407127	Administration and SBLT will participate in weekly planning, review completed lesson plans, conduct...	Bizerra, Sue	8/7/2017	Data as evidenced in FSA (ELA/Math), STAR and STAR Early Literacy, Istation, FCAT Science,Teacher observation/feedback, and weekly ELA assessments, Math/Science module tests.	5/18/2018 weekly
G2.B1.S1.MA1 🔍 M407105	Grade levels have informed discussion of lesson plans and finish planning with completed plan.	Dobson, Nyame	8/7/2017	Grade level planning discussions, complete and quality lesson plans	5/18/2018 weekly
G2.B1.S1.MA1 🔍 M407106	Lesson plans include all pre-designated sections and teachers are familiar with the standards and...	Dobson, Nyame	8/7/2017	Online lesson plans, teacher discussion at planning.	5/18/2018 weekly
G2.B1.S1.A1 🔍 A376387	Before planning day teachers will review standards to be taught and read any texts included in...	Santangelo, Amy	8/7/2017	Teacher knowledge of standards and texts as evidenced during grade level planning.	5/18/2018 weekly
G2.B1.S1.A2 🔍 A376388	Teachers will add their designated information onto the lesson plan prior to planning.	Santangelo, Amy	8/7/2017	When grade levels meet for planning, lesson plans will be pre-populated with information previously designated to members of the grade level team.	5/18/2018 weekly
G2.B1.S1.A3 🔍 A376389	Provide substitute teachers for extended professional development	Bizerra, Sue	8/28/2017	Professional development agenda, sign-in sheet, evidence of implementation	5/18/2018 quarterly
G2.B2.S1.MA1 🔍 M407111	SBLT will conduct classroom observations and note effective use of Kagan focus strategies. SBLT...	Bizerra, Sue	8/14/2017	Classroom observations noting implementation of Kagan focus strategies, Kagan buddy feedback notes.	5/18/2018 monthly
G2.B2.S1.MA1 🔍 M407112	SBLT will facilitate integration of monthly Kagan strategy into lesson plans and coordinate Kagan...	Santangelo, Amy	8/3/2017	Pre-planning agenda, PD sign-in sheets, lesson plans, list of Kagan buddies, schedule for Kagan buddy observations.	5/18/2018 monthly
G2.B2.S1.A1 🔍 A376397	Provide Professional Development on Kagan strategies, Renaissance tools, LSI Marzano strategies,...	Bizerra, Sue	8/3/2017	Pre-planning week agenda, PD sign in sheets.	5/18/2018 every-6-weeks
G2.B2.S1.A2 🔍 A376398	Identify Kagan focus strategy for each month and include in lesson plans and instruction.	Bizerra, Sue	8/7/2017	Lesson plans, weekly staff newsletter with reminder of focus strategy, classroom observations.	5/18/2018 weekly
G2.B2.S1.A3 🔍 A376399	Partner teachers with a Kagan buddy in different grade level to observe each other and give...	Santangelo, Amy	8/14/2017	Teacher feedback notes from peer observation.	5/18/2018 monthly
G2.B3.S1.MA1 🔍 M407122	Collect evidence of monthly grade level data discussions and quarterly individual data reviews.	Bizerra, Sue	8/7/2017	PLC sign in sheets, student placement changes based on data, changes in instructional interventions based on data, notes from data chats, individual student data sheets updated based on data chats.	5/18/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B3.S1.A2 A376412	Use district and local assessments for progress monitoring to guide instruction.	Dobson, Nyame	8/28/2017	Grade level PLC agendas and sign-in sheets referencing monthly data discussions leading to instructional decisions. RtI notes.	5/18/2018 monthly
G2.B1.S2.MA1 M407108	SBLT will participate in grade level planning, check lesson plans and student work, and do daily...	Bizerra, Sue	8/7/2017	Annotated standards posted, anchor charts posted, frequent formative assessments used, standards appropriately chunked to promote student understanding, student work and writing samples, lesson plans.	5/18/2018 daily
G2.B1.S2.A1 A376390	Teachers break down standard with students through discussion, building background knowledge,...	Bizerra, Sue	8/7/2017	During classroom walkthroughs, annotated standards and anchor charts will be posted and there will be evidence that they are used in instruction. Lesson plans include ideas for anchor charts.	5/18/2018 weekly
G2.B1.S2.A2 A376391	Teachers will check for understanding with formative assessments throughout lesson, including...	Bizerra, Sue	8/7/2017	Varied formative assessments used every 5-10 minutes during teaching and as part of collaborative and independent student work. Lesson plans include varied formative assessments, HOT questions, and varied response formats.	5/18/2018 daily
G2.B1.S2.A3 A376392	Teachers will embed question formats used in assessments throughout lessons.	Dobson, Nyame	8/7/2017	Lesson plans and teaching will show use of question formats used in assessments.	5/18/2018 daily
G2.B1.S2.A4 A376393	Teachers will bring student work samples to planning to calibrate student outcomes.	Santangelo, Amy	8/28/2017	Work samples brought by each teacher and discussion around depth of student understanding demonstrated by work samples.	5/18/2018 monthly
G2.B1.S2.A5 A376394	Implement write to respond and cross curricular writing through journals and other writing tasks....	Dobson, Nyame	8/7/2017	Lesson plans with writing tasks, subject area journals, writing portfolios showing increased writing proficiency.	5/18/2018 weekly
G2.B2.S2.MA1 M407113	SBLT and District Coaches will conduct classroom observations and data analyses to determine...	Bizerra, Sue	8/7/2017	Classroom observation notes, Math and Science module tests and other assessments showing mastery of standards, FSA Math and FCAT Science assessments.	5/18/2018 monthly
G2.B2.S2.MA1 M407114	Lesson plans and instruction will reflect consistent, effective implementation of the 5E model of...	Bizerra, Sue	8/7/2017	Math and Science lesson plans, PD records and coaching logs, district coach notes, differentiation in lesson plans based on data analysis.	5/18/2018 weekly
G2.B2.S2.A1 A376402	Identify areas of need and potential model classrooms for 5E implementation.	Bizerra, Sue	8/14/2017	Prior year Math and Science classroom data, classroom observations, district and school-based coach recommendations, list of potential model classrooms, list of teachers in need of support with 5E.	5/18/2018 weekly
G2.B2.S2.A3 A376404	Use collaborative planning to analyze data to drive planning and effective differentiation.	Santangelo, Amy	8/14/2017	Collaborative planning notes and sign-in sheets, lesson plans, planned differentiation based on data analysis.	5/18/2018 monthly
G2.B3.S3.MA1 M407126	SBLT, Literacy Leadership Team (LLT), and ITV Team will work together to support implementation of...	Dobson, Nyame	8/21/2017	List of new books available for students, ITV ads featuring books and word of day, monthly AR promotions, schedule and sign-in sheets for book clubs.	5/18/2018 weekly
G2.B3.S3.A2 A376417	Advertise varied books on ITV and promote AR monthly to encourage widespread circulation of new...	Croy, Carmen	8/28/2017	Book ads on ITV, monthly AR promotions and incentives, other literacy and reading promotions.	5/18/2018 weekly
G2.B3.S3.A3 A376418	Host Book Clubs for varied groups of students to promote literacy achievement and love of reading....	Dobson, Nyame	9/11/2017	Schedule and sign-in sheets for book club meetings, AR reports, observation	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				of book clubs, special events deriving from book clubs.	
G2.B3.S3.A4 🔑 A376419	Advertise a Math, Science or ELA Word of the Day on ITV and reward students for using the word...	Dobson, Nyame	8/21/2017	Schedule for advertising words and list of words, advertisements on ITV, list of students receiving rewards.	5/18/2018 weekly
G2.B2.S4.MA1 🔑 M407117	Follow-up activities will be completed to ensure students make the connection of the real life...	Santangelo, Amy	9/6/2017	Classroom observations, student work samples of follow-up activities	5/18/2018 monthly
G2.B2.S4.MA1 🔑 M407118	Field trips will be approved by school administration and planning arrangements will be monitored...	Santangelo, Amy	8/14/2017	Title 1 justification approval forms, purchase orders for venue and transportation fees, permission slips turned in.	5/18/2018 monthly
G1.MA1 🔑 M407104	Office staff will provide student and staff attendance data. Family and community involvement...	Bizerra, Sue	10/16/2017	Student and staff attendance lists, quarterly rewards given, increased number of students and staff with perfect attendance, decreased number of students and staff with less than 90% attendance, as per attendance records on Pinnacle and SAP. Consistent numbers and return visitors throughout the year, climate survey indicating positive rating for family and community involvement events. PBS Team meeting schedule, agenda, minutes indicating modification of behavior interventions and rewards as needed.	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M407096	Office staff will provide attendance information.	Bizerra, Sue	10/16/2017	Increased number of students and staff with perfect attendance, decreased number of students and staff with less than 90% attendance, as per attendance records on Pinnacle and SAP.	5/24/2018 quarterly
G1.B1.S1.MA1 🔑 M407097	Office staff will provide attendance information.	Bizerra, Sue	10/16/2017	Quarterly student and staff attendance lists, list of rewards given, schedule for student awards.	5/24/2018 quarterly
G1.B1.S1.A1 🔑 A376377	Students can earn snacks, special lunch privileges, and prizes for perfect attendance each quarter.	Santangelo, Amy	10/16/2017	Perfect attendance list, schedule for providing awards and list of awards.	5/24/2018 quarterly
G1.B1.S1.A2 🔑 A376378	Teachers can earn gift cards, snacks, dress down days or other rewards for perfect attendance each...	Bizerra, Sue	10/16/2017	Perfect attendance list, and list of awards.	5/24/2018 quarterly
G1.B2.S1.MA1 🔑 M407098	SBLT will review feedback and/or evaluations to guide planning for subsequent events.	Bizerra, Sue	8/21/2017	Sign-in sheets, feedback and/or evaluations of events, consistent numbers and return visitors throughout the year, climate survey indicating positive rating for family and community involvement events.	5/24/2018 monthly
G1.B2.S1.MA1 🔑 M407099	SBLT will work together to support varied family and community events throughout the year		8/21/2017	Schedules, sign-in sheets, feedback and evaluations of events, photos.	5/24/2018 monthly
G1.B2.S1.A1 🔑 A376379	Family involvement nights will include student performances as well as academic focus to increase...		8/28/2017	Schedule, agendas, and sign-in sheets for family involvement nights.	5/24/2018 every-6-weeks
G1.B2.S1.A2 🔑 A376380	Invite community stakeholders and business partners to participate in family events.		8/28/2017	Invitations to community stakeholders and business partners, sign-in sheets, other evidence of their participation.	5/24/2018 every-6-weeks
G1.B3.S1.MA1 🔑 M407102	PBS Team will review behavior data monthly to guide implementation of behavior interventions in...		8/14/2017	PBS Team meeting schedule, agenda, minutes.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1 M407103	All staff will participate in rewarding PBS bucks and varied staff members will participate as...		8/14/2017	PBS expectations reviewed on ITV, list of students per class receiving monthly PBS rewards, list of monthly rewards, list of students being mentored with assigned mentors, records of mentor/ mentee meetings.	5/24/2018 weekly
G1.B3.S1.A1 A376385	Teachers will continue to use PBS in the classroom and school will implement monthly rewards to...		8/7/2017	List of students per class receiving monthly PBS rewards, list of monthly rewards, observation of rewards being given to students.	5/24/2018 daily
G1.B3.S1.A2 A376386	Establish structure for mentoring relationships for at risk students.		8/7/2017	List of students in need of mentoring, list of paired mentors, Check In Check Out records.	5/24/2018 weekly
G1.B2.S2.MA1 M407100	Families express appreciation for added levels of communication and for helpful academic resources...	Bizerra, Sue	8/14/2017	Family survey results. Comments to staff.	5/24/2018 semiannually
G2.B2.S4.A1 A376408	Organize grade level field trips with host venues.	Santangelo, Amy	8/14/2017	Field trip flyers for families, reservations with venues, quotes from venues, purchase orders for venues	5/24/2018 monthly
G2.B2.S4.A2 A376409	Arrange appropriate transportation for field trips.	Santangelo, Amy	8/14/2017	Trip Tracker records, quotes for transportation, purchase orders for transportation	5/24/2018 monthly
G2.B3.S1.MA1 M407121	Review data to determine if interventions are producing expected learning gains.	Bizerra, Sue	10/2/2017	Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, and Math fact fluency, Math/Science module tests, FSA ELA and Math results, FCAT Science results, other data related to Tier 2 and Tier 3 documentation.	6/1/2018 monthly
G2.B3.S2.MA1 M407123	SBLT will monitor academic progress of students participating in tutoring using progress monitoring...	Bizerra, Sue	10/2/2017	Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, and Math fact fluency, Math/Science module tests, FSA ELA and Math results, FCAT Science results, other data related to Tier 2 and Tier 3 documentation.	6/1/2018 monthly
G2.B3.S3.MA1 M407125	SBLT will monitor academic progress of students on ELA achievement using progress monitoring...	Dobson, Nyame	8/14/2017	Istation reports, STAR and STAR Early Literacy reports, weekly ELA assessments, growth in High Frequency Word counts, Reading fluency rates, FSA ELA results, other ELA data related to Tier 2 and Tier 3 documentation.	6/1/2018 monthly
G2.B2.S5.MA1 M407119	Administration will support coaches in planning and work with all Title 1 personnel to plan next...	Bizerra, Sue	8/3/2017	Increased student proficiency and evidence of expected growth on progress monitoring measures and on FSA and end-of-year assessments.	6/29/2018 daily
G2.B2.S5.MA1 M407120	Coaches will meet with teachers in weekly planning and provide coaching as needed. Interventionist...	Bizerra, Sue	7/3/2017	Planning sign-in sheets, standards based lesson plans, coaching logs, small group records, family involvement sign-in sheets and agendas.	6/29/2018 daily
G2.B2.S5.A1 A376410	Hire and guide Title 1 personnel	Bizerra, Sue	7/1/2017	Positions filled, minutes of leadership meetings	6/29/2018 daily

V. Professional Development Opportunities

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

G2. If we plan and implement standards-based, rigorous core and supplemental instruction informed by analysis of student data, then ELA proficiency will increase from 40% to 52%, Math proficiency will increase from 57% to 68%, and Science proficiency will increase from 36% to 50%.

G2.B1 Improve understanding of the full intent of the Standards, including effective Standards-based instruction.

G2.B1.S1 Establish pre-planning expectations

PD Opportunity 1

Provide substitute teachers for extended professional development

Facilitator

District and school-based ELA coaches, district and school-based Math coaches, varied others as needed

Participants

All classroom teachers

Schedule

Quarterly, from 8/28/2017 to 5/18/2018

G2.B1.S2 Build deep understanding of standards with students, shown through rigorous, standards-based tasks.

PD Opportunity 1

Implement write to respond and cross curricular writing through journals and other writing tasks. Implement school wide writing processes for extended writing tasks.

Facilitator

Nyame Dobson - Literacy Coach

Participants

Grade level teachers

Schedule

Weekly, from 8/7/2017 to 5/18/2018

G2.B2 Increase authentic teacher and student engagement.

G2.B2.S1 Provide Professional Development on Kagan strategies and implement in weekly lessons.

PD Opportunity 1

Provide Professional Development on Kagan strategies, Renaissance tools, LSI Marzano strategies, and other research-based tools to promote teacher effectiveness. Pay teachers for after hours professional development.

Facilitator

District Math Coach, Renaissance Coach, Leadership Team

Participants

Classroom Teachers and Support Staff

Schedule

Every 6 Weeks, from 8/3/2017 to 5/18/2018

PD Opportunity 2

Meet with Renaissance online coach for select professional development sessions

Facilitator

Maria Austin

Participants

Classroom teachers and resource teachers

Schedule

Every 6 Weeks, from 10/2/2017 to 4/27/2018

G2.B2.S2 Strengthen 5E instruction in Math and Science.

PD Opportunity 1

Provide PD and the coaching cycle as needed to develop proficiency in 5E instruction.

Facilitator

Cheryl Fogel - District Science Coach, Jamie Baker - School-based Math Coach, Kerri Foster - District Math Coach

Participants

Selected classroom teachers

Schedule

Monthly, from 8/14/2017 to 3/23/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Students can earn snacks, special lunch privileges, and prizes for perfect attendance each quarter.				$0.00
2	G1.B1.S1.A2	Teachers can earn gift cards, snacks, dress down days or other rewards for perfect attendance each quarter.				$0.00
3	G1.B2.S1.A1	Family involvement nights will include student performances as well as academic focus to increase attendance.				$0.00
4	G1.B2.S1.A2	Invite community stakeholders and business partners to participate in family events.				$0.00
5	G1.B2.S1.A3	Implement The Great American Teach-In to build relationships with community members and local businesses.				$0.00
6	G1.B2.S2.A1	Purchase student agendas to facilitate daily communication between family and school.				$2,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1151 - Kingsford Elementary School	Title, I Part A		$2,560.00
7	G1.B2.S2.A2	Purchase 3-ring binders and sheet protectors to create agenda binders to help organize materials for students and families to use for at home practice.				$1,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1151 - Kingsford Elementary School	Title, I Part A		$1,550.00
8	G1.B2.S2.A3	Use the services of Message on Hold to promote a positive image of the school and provide information to people when calling the school and put on hold.				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	360-Rentals	1151 - Kingsford Elementary School	Title, I Part A		$800.00
9	G1.B3.S1.A1	Teachers will continue to use PBS in the classroom and school will implement monthly rewards to promote positive behavior.				$0.00
10	G1.B3.S1.A2	Establish structure for mentoring relationships for at risk students.				$0.00
11	G2.B1.S1.A1	Before planning day teachers will review standards to be taught and read any texts included in lesson.				$0.00
12	G2.B1.S1.A2	Teachers will add their designated information onto the lesson plan prior to planning.				$0.00
13	G2.B1.S1.A3	Provide substitute teachers for extended professional development				$6,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1151 - Kingsford Elementary School	Title, I Part A		$6,000.00
14	G2.B1.S2.A1	Teachers break down standard with students through discussion, building background knowledge, teaching in understandable chunks, and building annotated standards and anchor charts with students.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$0.00
			Notes: Literacy Coach			
15	G2.B1.S2.A2	Teachers will check for understanding with formative assessments throughout lesson, including increased use of HOT questions and varied ways for collaborative responses.				$0.00
16	G2.B1.S2.A3	Teachers will embed question formats used in assessments throughout lessons.				$0.00
17	G2.B1.S2.A4	Teachers will bring student work samples to planning to calibrate student outcomes.				$0.00
18	G2.B1.S2.A5	Implement write to respond and cross curricular writing through journals and other writing tasks. Implement school wide writing processes for extended writing tasks.				$0.00
19	G2.B2.S1.A1	Provide Professional Development on Kagan strategies, Renaissance tools, LSI Marzano strategies, and other research-based tools to promote teacher effectiveness. Pay teachers for after hours professional development.				$3,270.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1151 - Kingsford Elementary School	Title, I Part A		$3,270.00
			Notes: Pay teachers for after hours professional development			
20	G2.B2.S1.A2	Identify Kagan focus strategy for each month and include in lesson plans and instruction.				$0.00
21	G2.B2.S1.A3	Partner teachers with a Kagan buddy in different grade level to observe each other and give feedback on implementation of monthly strategy.				$0.00
22	G2.B2.S1.A4	Meet with Renaissance online coach for select professional development sessions				$0.00
23	G2.B2.S1.A5	Purchase LSI Marzano resources to support teachers in effectively implementing LSI recommendations.				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	341800-EDUCATIONAL-TRAINING SUPPLIES	1151 - Kingsford Elementary School	Title, I Part A		$5,000.00
24	G2.B2.S2.A1	Identify areas of need and potential model classrooms for 5E implementation.				$0.00

25	G2.B2.S2.A2	Provide PD and the coaching cycle as needed to develop proficiency in 5E instruction.				$0.00
26	G2.B2.S2.A3	Use collaborative planning to analyze data to drive planning and effective differentiation.				$0.00
27	G2.B2.S3.A1	Get quotes and purchase laptops.				$27,740.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	1151 - Kingsford Elementary School	Title, I Part A		$27,740.00
			Notes: Purchase student computer stations for portables and other classrooms to increase student participation in instructional technology programs.			
28	G2.B2.S3.A2	Work with technology department to ensure sufficient ports to host laptops.				$0.00
29	G2.B2.S3.A3	Purchase approved resources to supplement classroom instruction and tutoring.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	1151 - Kingsford Elementary School	Title, I Part A		$10,000.00
30	G2.B2.S4.A1	Organize grade level field trips with host venues.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	330-Travel	1151 - Kingsford Elementary School	Title, I Part A		$15,000.00
31	G2.B2.S4.A2	Arrange appropriate transportation for field trips.				$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	651-Bus(es)	1151 - Kingsford Elementary School	Title, I Part A		$15,000.00
32	G2.B2.S5.A1	Hire and guide Title 1 personnel				$158,370.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	Title, I Part A		$158,370.00
33	G2.B3.S1.A1	Use WIDA results along with other end of year data to identify initial instructional needs of students.				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			District-Wide	Title I, Part A		$0.00
			Notes: Literacy Coach			
34	G2.B3.S1.A2	Use district and local assessments for progress monitoring to guide instruction.				$0.00

35	G2.B3.S1.A3	**Incorporate data chats with teachers and students following quarterly assessments.**				$0.00
36	G2.B3.S2.A1	**Provide varied tutoring opportunities throughout the day, including after school, lunch bunch, before school, and others as needed.**				$12,000.00
		Function	Object	Budget Focus	Funding Source	FTE	2017-18

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	1151 - Kingsford Elementary School	Title, I Part A		$12,000.00
			Notes: Tutor salaries for after school tutoring program			

37	G2.B3.S2.A2	**Tutoring and small group instruction to include previewing, vocabulary instruction, and scaffolded instruction.**				$0.00
38	G2.B3.S3.A1	**Purchase leveled book sets with an emphasis on Science and Social Studies text. Purchase additional books and E-books to increase access to reading texts in classrooms and Media Center.**				$30,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	610-Library Books	1151 - Kingsford Elementary School	Title, I Part A		$30,000.00
			Notes: $15,000 for library books and $15,000 for classroom libraries			

39	G2.B3.S3.A2	**Advertise varied books on ITV and promote AR monthly to encourage widespread circulation of new reading material.**	$0.00
40	G2.B3.S3.A3	**Host Book Clubs for varied groups of students to promote literacy achievement and love of reading. Have groups participate in Sunshine State Readers and Book Bowl.**	$0.00
41	G2.B3.S3.A4	**Advertise a Math, Science or ELA Word of the Day on ITV and reward students for using the word correctly.**	$0.00
		Total:	$287,290.00