



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kelley Smith Elementary School

141 KELLEY SMITH SCHOOL RD

Palatka, FL 32177

386-329-0568

kses.putnamschools.org

School Demographics

| | | |
|---|-----------------------------|---|
| School Type Elementary School | Title I Yes | Free and Reduced Lunch Rate 72% |
| Alternative/ESE Center No | Charter School No | Minority Rate 38% |

School Grades History

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| 2013-14 B | 2012-13 B | 2011-12 A | 2010-11 A |
|---------------------|---------------------|---------------------|---------------------|

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School

Kelley Smith Elementary School

Principal

Timothy Adams

School Advisory Council chair

Jillian Griffith

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

| Name | Title |
|---------------|-----------------------------|
| Timothy Adams | Principal |
| Kim Baggs | Assistant Principal |
| Lynn Chastain | Curriculum Resource Teacher |
| Teri Love | Guidance Counselor |

District-Level Information

District

Putnam

Superintendent

Ms. Phyllis Criswell

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

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

Membership of the SAC

The SAC consists of parents, teachers, and teachers that are parents of students that attend KSES. The position titles are the SAC Chair: Jillian Griffith, Treasurer: Diana Jones, Secretary: Maeghan Morris, Project Planner: Amanda Vernor and Administrators: Tim Adams and Kim Baggs.

Involvement of the SAC in the development of the SIP

The School Advisory Council which consists of parents, teachers and other staff members as well as administration meet to establish the goals for the 2013-2014 school year. In establishing these goals, we, as the SAC, set up specific barriers, resources and strategies to support the creation of our plan. At the last meeting, held September 4, 2013, we identified specific areas of concern with our economically disadvantaged students because this subgroup will impact all of our other subgroups. The SAC committee decided to help the economically disadvantaged students by providing a Shark Pack (food) to take home each week-end. The food will be donated items and will not incur expenses from SAC or the school.

Activities of the SAC for the upcoming school year

Jerry's Drive-In Fundraiser (Ipad & Science lab initiative)
 Shark Packs for Families
 Ipads for Classrooms Initiative
 Heavy Metalz KSES Dog Tag Fundraiser (Ipad initiative)
 Fundraisers at other local restaurants to fund science lab materials.

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

The funds that are supported by the State of Florida are no longer available to the schools to use in this capacity. We are currently planning fundraisers to continue to support the Ipad Initiative (\$350 each; two per classroom) that was started last school year as well as purchase dissection kits (classroom set of 30 \$56; need five kits) for the science lab. Teachers or grade levels may request SACs help for economically disadvantaged students that need materials or field trips paid for. Additional funds may be used to help replace classroom computers that are outdated.

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

In Compliance

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

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

Administrators**# of administrators**

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Timothy Adams**

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

B.S. Elementary Education
 ESOL Endorsement
 M.A. Educational Leadership
 Administrative Leadership All Levels

Performance Record

08-09 BPES B School (Assistant Principal)
 09-10 BPES C School (Assistant Principal)
 10-11 Middleton Burney C School (Principal)
 11-12 Middleton Burney B School (Principal)
 12-13 Middleton Burney C School (Principal)

Kim Baggs

Asst Principal

Years as Administrator: 3

Years at Current School: 5

Credentials

B.A. Elementary Education
 ESOL Endorsement
 Reading Endorsement
 M.A. Administrative Leadership
 Administrative Leadership All Levels

Performance Record

08-09 KSES A School (Teacher)
 09-10 Ochwilla Elementary B from C School and made AYP
 (Curriculum Resource Teacher)
 10-11 KSES A School (Curriculum Resource Teacher/TOSA)
 11-12 KSES A School (TOSA/Assistant Principal)
 12-13 KSES B School (Assistant Principal)

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Lynn Chastain**

Full-time / School-based

Years as Coach: 8

Years at Current School: 5

Areas

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

Credentials

MA Elementary Ed
 BS Business Management
 BS Business Marketing
 MA Educational Leadership
 Reading Endorsement
 ESOL Endorsement

Performance Record

08-09 KSES A School (Curriculum Resource Teacher)
 09-10 BPES C School (Curriculum Resource Teacher)
 10-11 BPES A School (Curriculum Resource Teacher)
 11-12 BPES B School (Curriculum Resource Teacher)
 12-13 KSES B School (Curriculum Resource Teacher)

Classroom Teachers**# of classroom teachers**

40

receiving effective rating or higher

40, 100%

Highly Qualified Teachers

100%

certified in-field

39, 98%

ESOL endorsed

17, 43%

reading endorsed

6, 15%

with advanced degrees

8, 20%

National Board Certified

0, 0%

first-year teachers

2, 5%

with 1-5 years of experience

13, 33%

with 6-14 years of experience

12, 30%

with 15 or more years of experience

13, 33%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

2

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers for KSES:

*District Schools participate in teacher recruitment efforts designed to help them grow on their own through NEFEC. (District)

*Teachers participate in a mentorship/beginning teacher program offered by the District. The school uses this information in conjunction with its Annual Teacher Professional Learning Community or

PLC. (District/Principal and Assistant Principal)

*New teachers to the school and teachers that have been teaching less than four years participate in a Professional Learning Communities (PLCs). PLCs that occur help to create and maintain useful information towards classroom management, parent conferences and obtaining advanced degrees. (Principal/Assistant Principal)

*Teachers are offered intensive instruction through District and School-based Professional development in the Marzano Framework of Teaching, Common Core State Standards, Differentiation, Balanced Literacy, CRISS and the KSES's individual Literacy Plan. (District/Principal/Assistant Principal/CRT)

*Teachers are offered a variety of opportunities to receive additional endorsements/coursework through NEFEC which include but are not limited to ESOL, Reading, Leadership, Gifted, Exceptional Student Education, and Classroom Management. (Principal/Assistant Principal)

*Administration will maintain contact with universities for future teacher recruitment of applicants. (Principal)

*Provide ongoing and continuous professional development of best practices and research-based strategies along with support for current curricular programs and technical program assistance (Iready, CRISS, Moby Max, Common Core). (Principal/Assistant Principal)

Teacher Mentoring Program/Plan

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

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

The mentor/mentee are responsible for completing the District level beginning teacher checklist and document all activities that are required to successfully complete the Beginning Teacher Program for PCSD. Mentor/mentee teachers will have several times throughout the year to be observed and observe in other classrooms. The mentor/mentee will meet throughout the year to discuss routines, procedures, curriculum and planning. The rationale for the pairing of the mentor/mentee was both are special area teachers with unique needs of various grade levels. The mentor/mentee may will also have opportunities throughout the year to observe other classrooms and discuss observations. Mentors/mentees participate in PLCs and lesson studies with their grade level team.

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

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

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

Kelley Smith Elementary School uses the following data systems to analyze and interpret the data for differentiated instruction to support all of our students. We use FAIR, SRI, STAR, Performance Matters, Comprehension/Fluency grades, and FCAT test results to determine levels of need or enrichment for our students. Teacher resources/allocations may change depending upon the data that is monitored on a quarterly basis within the leadership team as well as individual teachers per grade level. The teachers use a balanced literacy approach to support differentiated instruction in small groups based upon specific Common Core Standards or NGSSS that is in their blended instruction. Other resources that are used to provide additional interventions or Tiers are Moby Max and iReady which also support individual student differentiated instruction of their learning. Teachers collect individual student data to support/monitor Tiered instruction and meet with the MTSS team to review student progress.

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

Our MTSS Leadership Team consists of the Principal, Assistant Principal, Guidance Counselor, School Psychologist, Staffing Specialist, Behavior Specialist, Reading Coach, and the Grade Level ESE teachers. The Principal and the Assistant Principal monitor the goals of the SIP, provide additional resources to teachers, staff, and students. The administration plans meetings, analyzes the data to determine the goals of the school. The administration is also a part of the MTSS team that helps to determine the individual needs of individual students in the multi-tiered system. The Reading Coach supports the instructional practices and strategies for teachers to use to support their students in their classrooms. The Reading Coach also is a part of the MTSS and SIP teams to support specific instructional strategies that need to be put into place based upon the data analysis that is determined by the school administration. The Guidance Counselor, supports the teacher, students, and parents through the MTSS process by scheduling meetings, identifying tiered programs, and examining the results to support the needs of the individual students. The School Psychologist, Staffing Specialist, and the Behavioral Specialist identify specific needs based upon the data that is collected through the classroom teacher. The Grade Level ESE Teachers support intervention small groups to better support students in the areas in which they are identified as being "weak" or "strong" in based upon the data analysis.

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

The leadership team analyzes the school data to determine what goals/objectives need to be set for the new school year. The goals, which are based upon data are determined as a leadership team which are then discussed throughout the year to the stakeholders of the school. Those stakeholders would include: the faculty/staff/students/parents, and community business leaders of the Putnam County School District. The administration monitors teacher instruction through the use of the Marzano Teacher Evaluation System, analyze data per each teacher classroom in comparison to the grade level, the school, and the district. PLC's for faculty/staff/parents are set for the year and are a focus each quarter. Again, the goals/objectives and targets are analyzed to determine how close or how far we are in meeting are goals/targets. Meetings take place with the leadership team to determine the needs of the students, the needs of the teacher, and how best to inform parents in bringing the best out of everyone for our students.

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

FAIR

Performance Matters

SRI

STAR

Comprehension Tests

Benchmark Assessments

Write Score

These listed data sources help to monitor the effectiveness of our core, supplemental, and intensive supports in all subject areas.

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

The District MTSS Support Person provided PD for the entire school in building capacity and understanding of our MTSS program. Notebooks were made for each teacher with specific support in knowing what to do in using the MTSS system correctly when working with students and their parents. Specific data is listed in the notebooks to support teacher understanding of the MTSS. The Guidance

Counselor supports our teachers through the MTSS process and handles all meetings that occur. The Guidance Counselor also assists to make contact with the parents in supporting their child in the MTSS process as well.

Literacy Leadership Team (LLT)

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

| Name | Title |
|-------------------|-------------------------------|
| Pat Hudson | Team Leader, ELA Lead Teacher |
| Heathe Wallace | Team Leader, ELA Lead Teacher |
| Sylvia Sevearance | Team Leader, ELA Lead Teacher |
| Ashley Sherwood | ELA Lead Teacher |
| Willa Hayes | Team Leader, ELA Lead Teacher |
| Paula Simmons | Team Leader, ELA Lead Teacher |
| Lynn Chastain | Curriculum Resource Teacher |

How the school-based LLT functions

This group of teacher/leaders will meet periodically with other school-based leaders and the District ICC team to research, plan, practice, deliver and promote curriculum and research-based instructional strategies for higher student achievement. This team will deliver professional development through bi-weekly PLCs and improving the instructional practices of all teachers through best teaching practices, peer observations, discussions, collaboration and feedback.

Major initiatives of the LLT

1. Empower leaders and mentors within our school
2. Build instructional toolbox of best teaching practices
3. Focus on specific subgroups to increase student achievement and students reading on grade level
4. Fostering and promoting a Balanced Literacy approach during reading instruction
5. Continue to work with students on setting and reaching realistic goals

The main job of the leadership team will be to help enable teachers to contribute by:

- Collecting and Analyzing student/subgroup/school data
- Developing a plan of instruction that includes differentiated instruction to meet the needs of all students
- Helping students understand and set realistic goals regarding their data
- Creating small groups for early intervention of reading problems
- Progress monitoring and re-evaluating student/subgroup/school data
- Create parent awareness of goals, steps needed to reach the goals, and progress thus far through phone calls, texts, emails, parent conferences, planners, daily notes, and progress reports.

Preschool Transition

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

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

District wide, all elementary schools invite Pre-K students to a Kindergarten Round-up. Traditionally this event is well advertised and attended. Additional information is sent through Child-Find, so that parents of non-school aged children can better prepare and any special needs can be identified and addressed

prior to starting school. Kelley Smith Elementary has Pre-K classrooms housed at the school. There is also outreach to the community to VPK providers by invitation to trainings and informational meetings at the district level. These initiatives are overseen by a district Pre-K Coordinator. The Pre-K Coordinator ensures close articulation between Pre-K and Kindergarten.

Expected Improvements

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

Area 1: Reading

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 67% | 49% | No | 70% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 44% | 33% | No | 50% |
| Hispanic | 33% | 20% | No | 40% |
| White | 76% | 71% | No | 78% |
| English language learners | | | | |
| Students with disabilities | 43% | 31% | No | 48% |
| Economically disadvantaged | 54% | 45% | No | 59% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 82 | 23% | 40% |
| Students scoring at or above Achievement Level 4 | 89 | 25% | 30% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students making learning gains (FCAT 2.0 and FAA) | 146 | 63% | 68% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 33 | 74% | 75% |

Comprehensive English Language Learning Assessment (CELLA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|-------------------------------------|---------------|---------------|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 50% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 50% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | [data excluded for privacy reasons] | | 50% |

Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 65 | 54% | 59% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | | | |

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

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|----------------------------|---------------|---------------|-------------|---------------|
| All Students | 77% | 56% | No | 79% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 63% | 27% | No | 66% |
| Hispanic | 61% | 36% | No | 65% |
| White | 83% | 69% | No | 85% |
| English language learners | | | | |
| Students with disabilities | 71% | 44% | No | 74% |
| Economically disadvantaged | 69% | 47% | No | 72% |

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 62 | 29% | 49% |
| Students scoring at or above Achievement Level 4 | 44 | 26% | 30% |

Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Learning Gains | 126 | 54% | 59% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 25 | 59% | 62% |

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Achievement Level 3 | 34 | 30% | 35% |
| Students scoring at or above Achievement Level 4 | 11 | 10% | 15% |

Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|--|---------------|---------------|---------------|
| Students scoring at Levels 4, 5, and 6 | | | |
| Students scoring at or above Level 7 | | | |

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

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|--|---------------|---------------|-------------|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 3 | | 4 |
| Participation in STEM-related experiences provided for students | 250 | 83% | 88% |

Area 8: Early Warning Systems**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---------------|---------------|---------------|
| Students who miss 10 percent or more of available instructional time | 159 | 22% | 27% |
| Students retained, pursuant to s. 1008.25, F.S. | 36 | 5% | 10% |
| Students who are not proficient in reading by third grade | 192 | 56% | 61% |
| Students who receive two or more behavior referrals | 56 | 8% | 13% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 27 | 4% | 9% |

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Kelley Smith Elementary School will conduct an Open House during the first nine weeks of school to promote education of Title I status and promote home/school communications and ways to support student learning. Parents will be given a needs survey at that time. We will also hold a Writing Workshop for Parents in the Winter to educate them with the writing process in preparation for FCAT Writes. We will

continue to hold School-wide Data Chats to keep parents informed and updated on their child(ren)'s goals and how they are meeting/not meeting them according to the Pupil Progression Plan. In November, we plan to have a Chili/Math Night for parents and students to give them access to websites, games and manipulatives that will target specific math skills. We will also hold a Veteran's Day parade on campus to invite past Veterans and present military personnel to promote awareness of civic duties and responsibilities. In December, we plan to have a movie/book night to encourage literacy. In March we will celebrate Dr. Seuss' birthday with free books and cake for parents and students who attend.

Specific Parental Involvement Targets

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|------------------------------|---------------|---------------|---------------|
| Open House | 448 | 60% | 65% |
| Writing Workshop for Parents | 20 | 20% | 25% |
| School Data Chats | 298 | 40% | 45% |
| Chili/Math Night | | % | 50% |
| Veteran Parade | | % | 25% |
| Family Movie/Book Night | | % | 50% |
| Dr. Seuss Birthday Party | | % | 50% |

Goals Summary

- G1.** Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area.

Goals Detail

G1. Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Research based Vocabulary Instruction
- Flocabulary Web-based instruction
- Sight Word Lists K-5
- Word Study Skills (Identifying Patterns)
- Manipulatives for both reading, math and science
- Multi-step Math Problems
- Florida Ready Benchmark Assessments for Reading, Math and Science
- Moby Max for Reading and Math
- iReady for reading and math both Common Core and NGSSS
- IXL for Math
- FCAT Explorer for Reading, Math and Science
- Write Score Writing Practice Assessment for writing three times a year before FCAT
- Home Visits
- Project Praise
- Parent Liason
- TOTS program
- Clothes Closet
- District ICC Team
- Flexible Scheduling
- Common Planning Time for Grade Levels
- TIME magazine for Reading, Math, Science

- PLC support for teachers
- CRISS Training
- Balanced Literacy Book Study
- PRIM Manual
- FCRR Activities
- FAIR Passages

Targeted Barriers to Achieving the Goal

- Lack of Differentiation and Balanced Literacy PD for teachers over the last four years
- Lack of Parent Involvement
- Parents don't know the content to be able to help students at home
- Lack of student nutrition

Plan to Monitor Progress Toward the Goal

Student data and observations: parent attendance at involvement activities, student owned reading strategies, teacher instructional focus strategies, parent increase of content knowledge to support student achievement, Shark Packs are going home on a weekly basis

Person or Persons Responsible

Administration; CRT; Teachers; students

Target Dates or Schedule:

The following dates are set to monitor the goals of the School Improvement Plan. 1st Quarter October 25 55% of our students will be at grade level in reading and 55% of our students will be at grade level in math based upon teacher data supplied at the quarterly review meeting. This is also our target toward parent involvement activities as well. 2nd Quarter January 17 60% of our students will be at grade level in reading and 60% of our students will be at grade level in math based upon teacher data supplied at the quarterly review meeting. This is also our target toward our parent involvement activities as well. 3rd Quarter March 26 65% of our students will be at grade level in reading and 65% of our students will be at grade level in math based upon teacher data supplied at the quarterly review meeting. This is also our target toward our parent involvement activities as well. 4th Quarter June 1 70% of our students will be at grade level in reading and 70% of our students will be at grade level in math based upon teacher data supplied at the quarterly review meeting. This is also our target toward our parent involvement activities as well.

Evidence of Completion:

Student FCAT data; quarterly review meetings of subgroup data based on STAR, SRI, FAIR, Reading A-Z, Benchmark assessments and Comprehension Scores; completed student artifacts; parent conferences and feedback, teacher phone calls and questionnaires

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area.

G1.B1 Lack of Differentiation and Balanced Literacy PD for teachers over the last four years

G1.B1.S1 Provide a copy of The Daily 5 book for all teachers and give them an opportunity to observe the balanced literacy approach in action among the veteran teachers on staff or at other schools within the district.

Action Step 1

Purchase the book for each teacher.

Person or Persons Responsible

Administration

Target Dates or Schedule

Beginning of the school year.

Evidence of Completion

The book is hand delivered to each teacher. Balanced Literacy Observations: The first Balanced Literacy Observation will take place on October 10, 2013 @ Middleton-Burney Elementary School. Other observations will take place based upon the differentiated needs of the teachers at Kelley Smith Elementary School. Teacher notes from observation/debriefing with Anne Mathews along with converting to a balanced literacy approach in their own classrooms based upon the needs of their students will be the documented evidence. Other documented evidence will also be through the Teacher Evaluation System: iObservation.

Facilitator:

Administration

Participants:

Teachers

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

The implementation of a centers-based approach within the classroom to support differentiation. Use of anchor charts.

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher walkthroughs and observations Balanced Literacy Observations: The first Balanced Literacy Observation will take place on October 10, 2013 @ Middleton-Burney Elementary School. Other observations will take place based upon the differentiated needs of the teachers at Kelley Smith Elementary School. Teacher notes from observation/debriefing with Anne Mathews along with converting to a balanced literacy approach in their own classrooms based upon the needs of their students will be the documented evidence. Other documented evidence will also be through the Teacher Evaluation System: iObservation.

Plan to Monitor Effectiveness of G1.B1.S1

Differentiation through center-based instruction.

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Date specific meetings to analyze student data and teacher data are: October 25 50% of our teachers are differentiating instruction for their students through center-based instruction. January 17 75% of our teachers are differentiating instruction for their students through center-based instruction based upon iObservation teacher data. March 26 85% of our teachers are differentiating instruction for their students through center-based instruction based upon iObservation teacher data. June 1 100% of our teachers are differentiating instruction for their students through center-based instruction based upon iObservation teacher data.

Evidence of Completion

Observations; student data

G1.B1.S2 Providing training for teachers in Project CRISS (Creating Independence through Student Owned Strategies) through research based strategies.

Action Step 1

Professional Development Training

Person or Persons Responsible

Project CRISS Trainer Peggy Clark

Target Dates or Schedule

October 4, 2013; October 16, 2013; November 11, 2013

Evidence of Completion

Observation of strategies within the classroom; completed evaluations

Facilitator:

Peggy Clark from Project CRISS

Participants:

Teachers and Administration

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

Strategies that were imbedded in the training

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Throughout the year

Evidence of Completion

Observations and Classroom walkthroughs, student samples, student data

Plan to Monitor Effectiveness of G1.B1.S2

Instructional strategies and student owned strategies

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Monitoring teacher instructional performances throughout the year with the use of the iObservation System. The teachers data will be monitored and analyzed on the specific dates for teacher instructional effectiveness based upon the iObservation System. The percentages listed will be the percent of teachers at applying or higher based upon the iObservation System to support the increase in student achievement. October 25 65% of our teachers will be at applying or higher by the end of the 1st 9 weeks. January 17 70% of our teachers will be at applying or higher by the end of the 2nd 9 weeks. March 26 75% of our teachers will be at applying or higher by the end of the 3rd 9 weeks. June 30 80% of our teachers will be at applying or higher by the end of the 4th 9 weeks. Raising teacher instructional practices has a direct impact on increasing student achievement.

Evidence of Completion

Classroom Walkthroughs, observations, student artifacts, student data, teacher instructional chats with administration

G1.B1.S3 Holding biweekly Professional Learning Communities that focus on research based instruction. They bring in the CRISS strategies and also target learning centers that are differentiated and meet student needs.

Action Step 1

PLCs with specific instructional focus

Person or Persons Responsible

CRT

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and lesson plans

Facilitator:

Lynn Chastain

Participants:

All Teachers

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

Specific Instructional practices and weekly instructional focus strategy

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Throughout the year

Evidence of Completion

Student artifacts and data Teacher observation based upon the Teacher Evaluation System: iObservation Specific dates to meet with teachers to go over student data and teacher data are: October 25, January 17, March 26, and June 1. Support of teacher instruction with high yield instructional strategies will help to support increased student achievement in the state assessment (FCAT).

Plan to Monitor Effectiveness of G1.B1.S3

Instructional strategies

Person or Persons Responsible

Administration; CRT

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Student artifacts, student data

G1.B1.S5 Provide Coaching feedback through the Marzano iObservation system to support the balanced literacy and student differentiation and ways to improve that instruction. Focuses will be helping students interact with new knowledge, helping students practice and deepen new knowledge, keeping students engaged.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S5

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S6

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B4 Lack of Parent Involvement

G1.B4.S1 Provide a parent needs survey at Open House

Action Step 1

Create a Parent Needs Survey for distribution at Open House for PK-5.

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Open House in September 2013

Evidence of Completion

Survey Results

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

Survey; Parent Sign-In Sheets

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Every parent function throughout the year

Evidence of Completion

Completed Sign-in Sheets; Completed Survey

Plan to Monitor Effectiveness of G1.B4.S1

Parent Surveys and Sign-In Sheets

Person or Persons Responsible

Administration; teachers

Target Dates or Schedule

Every parent function throughout the year

Evidence of Completion

Completed surveys and completed Sign-In sheets

G1.B5 Parents don't know the content to be able to help students at home

G1.B5.S1 Hold Parent Involvement activity nights that are academic in nature and provide resources to support parental skills with their child's academic performance.

Action Step 1

Parent Involvement Nights

Person or Persons Responsible

Administration; Teachers; Non-instructional personnel

Target Dates or Schedule

Throughout the year (Nov., Dec., Jan., Mar.)

Evidence of Completion

Sign-In Sheets and feedback

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Parent Attendance

Person or Persons Responsible

Administration; Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Sign-in sheets and parent feedback

Plan to Monitor Effectiveness of G1.B5.S1

Parent Strategy Use

Person or Persons Responsible

Teachers; Administration; Guidance Counselor

Target Dates or Schedule

Throughout the Year

Evidence of Completion

Artifacts from parent conferences

G1.B11 Lack of student nutrition

G1.B11.S1 Create healthier students by providing nutrition each week-end

Action Step 1

Shark Packs

Person or Persons Responsible

Teachers, Parents

Target Dates or Schedule

Weekly throughout the year

Evidence of Completion

Student permission form, follow-up phone conferences to families

Plan to Monitor Fidelity of Implementation of G1.B11.S1

Shark Packs are being beneficial to the nourishment of individual student.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Monthly, throughout the year

Evidence of Completion

Teacher questionnaire from Shark Pack Teachers to homeroom teachers

Plan to Monitor Effectiveness of G1.B11.S1

Shark Packs are getting home with students on a weekly basis

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly, throughout the year

Evidence of Completion

Shark Packs come back empty and children are not as hungry and stealing food items

Coordination and Integration

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

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

Title I, Part A: Improving the Academic Achievement of the Disadvantaged by Improving Basic Programs Operated by Local Educational Agencies. Title I, Part A programs are coordinated through the District Instructional Team (IT) and includes the above mentioned personnel and the Directors of Elementary, Secondary, Exceptional Student Education, and Federal Programs. This team meets (at minimum) monthly and establishes and monitors program evaluation for all schools to ensure all entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. Communication throughout the year is ongoing with the building level administrators regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways: (1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available for the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

Title I, Part C: Migrant: In addition to the services provided by Title I, Part A, the district uses Part C funds to Improve the Academic Achievement of the school's migratory children. Title I, Part C initiatives are coordinated by the district Instructional Team (IT) and includes the above mentioned personnel at the school site and the Directors of Elementary, Secondary and Exceptional Student Education.

Title I, Part D: See Title I, Part A. In addition, Putnam County District Schools maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health (Health Services for students) to serve Homeless and Neglected and Delinquent students by providing health services. The District also partners with the Department of Juvenile Justice and Putnam County Sheriff's Department to target delinquent students and provide mentoring and counseling services that foster relationships and provide supplemental support services. Funds are also utilized to provide services at the district's Solution's Center (Alternative Center).

Title II: Preparing, Training, and Recruiting High Quality Teachers and Principals includes Part A, Teacher and Principal Training and Recruiting Fund and Part D, Enhancing Education Through Technology. Initiatives to improve the quality of instruction are directed by Local Educational Agencies. These programs are directed through the district's Curriculum and Instruction Team (IT) and includes the above mentioned personnel and the Directors of Staff Development Elementary, Secondary, Exceptional Education, and Federal Programs.

Title III: The school coordinates language instruction for Limited English Proficient and Immigrant students to improve their academic achievement. LEP and Immigrant education initiatives are supervised by the Putnam Department of Curriculum and Instruction. This team meets (at a minimum) monthly and establishes and monitors program evaluation for all schools to ensure that services are aligned to specific school needs and are efficiently funded without duplication.

Articulation is ongoing regarding progress toward these goals and objectives as stated in the grants. Coordination of these services is done in the following ways:

(1) Principal meetings are scheduled monthly; (2) Periodic and scheduled validity assessments are completed during the year by the IT; (3) Email dissemination regarding technical assistance papers and guidance are made available for the school sites; (4) Training meetings are held targeting goals and objectives set by each participating school; (5) Collaborative assistance is provided by several consultants hired to address specific deficiencies demonstrated by participating schools through the comprehensive district-wide assessments completed prior to and at the outset of the year; (6) Quarterly review of periodic

assessment data will be completed with the results reported to each participating school for review and needed revisions in objectives or instructional strategies are addressed.

At the school level, teachers and administrators can access LEP and Immigrant student's progress monitoring plan across multiple data sources.

Title X- Homeless: The McKinney-Vento Homeless Education Assistance Improvement Act provides additional services to our students classified as homeless. We provide school supplies to students throughout the year, planners and backpacks (as available). We also assist with clothing in order to assist the compliance of the 2013-2014 Dress Code.

Supplemental Academic Instruction (SAI): Students will participate in I-Ready. I-Ready is a computerized reading and math lesson/standards based program. We will begin with our bottom quartile or lowest 25% of 3rd-5th grade students and then open the program up to our K-2nd grade students scoring below level on classroom and historic data. This program begins with a diagnostic assessment. This assessment is given again after a 6-9 weeks worth of instruction for tracking student growth/success. Teachers have the option to add more lessons for specific benchmark instruction. Students will have online access to this program at school and at home.

Our 4th grade students will take Write Score assessments each quarter and again before FCAT Writes. The writing pages are scored for focus, conventions, etc. based on FCAT Writes expectations. Reports are sent to the school administrator. Teachers will have reports that will give them additional guidance on specific areas of need for instructional interventions.

MobyMax is a computerized intervention program that is differentiated for each student for both reading and math. This program is similar to I-Ready. Teachers can use it to track data.

Reading A-Z is a supplemental leveled reading program. Teachers use this supplemental leveled reading program to differentiate reading instruction for whole class or small groups. This program supports the five areas of reading.

Violence Prevention Programs: Passport to Peace is our main Positive Behavior Support System. The Getting Along Curriculum is used as a supplemental behavior support system at the teacher's discretion. Weekly class councils are held to reflect on current classroom successes and needs. Teacher's also have Learning for Life and Laura's Kids supplemental materials.

Anti-bullying curriculum is taught by the guidance counselor to individuals and classes on an "as needed" basis. The Assistant Principal holds assemblies at the beginning of the first and second semester to teach and review the SHARKS expectations and educate about bullying. The school resource officer is invited to attend these meetings to elaborate on bullying for each grade level. Anti-bullying videos and character training videos are available in the Assistant Principal's office for check-out by teachers, guidance and parents. Students take part in learning and reciting the Anti-bullying pledge during the month of October. Students also have the computer-based program Ripple Effects available for use as determined by the teacher, administrator or guidance counselor. The resource officer holds at least one anti-bullying assembly each year for combined grade levels or specific classrooms (if requested). The resource officer is available for mentoring on Tuesdays.

We have music classes that incorporates musical therapy as part of the curriculum. This teacher is also our Check-In, Check-Out mentor (CICO). She makes home visits and makes every effort to involve parents in the academic and behavioral aspect of the student's lives.

Some staff members are trained in PCM which uses de-escalation techniques.

Teachers have a copy of the Behavioral Manual available to their grade level for use to develop strategies to help students cope.

Several posters are located around the school as a resource for parents, teachers, and students.

The front office has a bullying box and a form to report a possible bullying situation. This box is checked daily by the assistant principal.

Nutrition Programs: The Carol White Grant supports nutrition in education in elementary and middle schools. Students participating in after school programs through 21st Century are provided a nutritional snack. Our school has a SWAC (Student Wellness Advisory Council) that is chosen by our Food Service Manager and Administration (along with teacher consideration). This group of students meets with our Food Service Manager once a month to learn about nutrition, help develop nutritional promotions for our school, decorate the lines and taste test food items.

Career and Technical Education: Our 3rd-5th grade teachers were trained in Project Lead the Way science/technology. This curriculum is designed to encourage engineering through the delivery of each lesson. Our school participates in an Engineering/Science Fair each Spring.

Title VI: Flexibility and Accountability includes Part B, Rural Education Initiative. These programs are administered by the Director of Professional Development.

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area.

G1.B1 Lack of Differentiation and Balanced Literacy PD for teachers over the last four years

G1.B1.S1 Provide a copy of The Daily 5 book for all teachers and give them an opportunity to observe the balanced literacy approach in action among the veteran teachers on staff or at other schools within the district.

PD Opportunity 1

Purchase the book for each teacher.

Facilitator

Administration

Participants

Teachers

Target Dates or Schedule

Beginning of the school year.

Evidence of Completion

The book is hand delivered to each teacher. Balanced Literacy Observations: The first Balanced Literacy Observation will take place on October 10, 2013 @ Middleton-Burney Elementary School. Other observations will take place based upon the differentiated needs of the teachers at Kelley Smith Elementary School. Teacher notes from observation/debriefing with Anne Mathews along with converting to a balanced literacy approach in their own classrooms based upon the needs of their students will be the documented evidence. Other documented evidence will also be through the Teacher Evaluation System: iObservation.

G1.B1.S2 Providing training for teachers in Project CRISS (Creating Independence through Student Owned Strategies) through research based strategies.

PD Opportunity 1

Professional Development Training

Facilitator

Peggy Clark from Project CRISS

Participants

Teachers and Administration

Target Dates or Schedule

October 4, 2013; October 16, 2013; November 11, 2013

Evidence of Completion

Observation of strategies within the classroom; completed evaluations

G1.B1.S3 Holding biweekly Professional Learning Communities that focus on research based instruction. They bring in the CRISS strategies and also target learning centers that are differentiated and meet student needs.

PD Opportunity 1

PLCs with specific instructional focus

Facilitator

Lynn Chastain

Participants

All Teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Student work and lesson plans

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

| Goal | Description | Total |
|-------|---|---------|
| G1. | Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area. | \$6,350 |
| Total | | \$6,350 |

Budget Summary by Funding Source and Resource Type

| Funding Source | Evidence-Based Materials | Professional Development | Other | Total |
|----------------------------|--------------------------|--------------------------|---------|---------|
| Title I Funds | \$350 | \$0 | \$0 | \$350 |
| Title I | \$0 | \$5,000 | \$0 | \$5,000 |
| Title I and General Budget | \$0 | \$0 | \$1,000 | \$1,000 |
| Total | \$350 | \$5,000 | \$1,000 | \$6,350 |

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Our goal is to increase the percentage of students who are proficient in the FCAT Reading, Math, Science, and Writing test among the Economically Disadvantaged students for KSES by 5% in each subject area.

G1.B1 Lack of Differentiation and Balanced Literacy PD for teachers over the last four years

G1.B1.S1 Provide a copy of The Daily 5 book for all teachers and give them an opportunity to observe the balanced literacy approach in action among the veteran teachers on staff or at other schools within the district.

Action Step 1

Purchase the book for each teacher.

Resource Type

Evidence-Based Materials

Resource

Format to Build Balanced Literacy and Differentiation (Book Study)

Funding Source

Title I Funds

Amount Needed

\$350

G1.B1.S2 Providing training for teachers in Project CRISS (Creating Independence through Student Owned Strategies) through research based strategies.

Action Step 1

Professional Development Training

Resource Type

Professional Development

Resource

Strategies that build additional Instructional Tools to support increase in student achievement

Funding Source

Title I

Amount Needed

\$5,000

G1.B5 Parents don't know the content to be able to help students at home

G1.B5.S1 Hold Parent Involvement activity nights that are academic in nature and provide resources to support parental skills with their child's academic performance.

Action Step 1

Parent Involvement Nights

Resource Type

Other

Resource

Parental Support towards student academic achievement.

Funding Source

Title I and General Budget

Amount Needed

\$1,000