

# Kingsford Elementary School



2014-15 School Improvement Plan

## Kingsford Elementary School

1400 DEAN ST, Mulberry, FL 33860

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
73%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
70%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **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.

#### School Environment

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

##### **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 660 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.

##### **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**

At Kingsford Elementary, teachers are required to maintain records of student behavior each month. An excel spreadsheet is created for each classroom teacher and travels with each class to lunch, specials, media, and any other destination. The spreadsheet consists of "codes" the teacher or staff



member on duty may use to indicate student behavior. The codes are the following: T= Talking, F= Fighting, U= Uniform, BL= Bad Language IN= Insubordination, D= Disruptive Behavior, and B= Bullying. During each month, at a random time, students who meet the set criteria are rewarded for their good behavior.

As of the second quarter, Kingsford Elementary will be implementing the beginning stages of PBS. A committee was formed consisting of the Principal, Assistant Principal, and members from each grade level including ESE, ESOL, and ParaEducators. The committee is working on more in depth instructions/implementation processes.

\*\* In 2013-2014, Kingsford Elementary had only 42 referrals including classroom and bus.\*\*

**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.

**Early Warning Systems**

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

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

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	10	8	5	9	3	50
One or more suspensions	6	2	0	2	3	5	18
Course failure in ELA or Math	1	2	1	8	0	0	12
Level 1 on statewide assessment	0	0	0	32	18	32	82

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**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.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189731>.

**Description**

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

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

Kingsford Elementary has several business partners that promote student achievement through donations, volunteer hours, and various grant opportunities. Reading Pals/United Way has volunteers that come into Kindergarten classrooms and reads to students who are at risk. Catholic Charities donates food to the school to create a "food pantry" for underprivileged families to pick up each week. Lowe's has also offered grants to help beautify the campus. Mulberry Community Center helps supply clothes, food, utilities, and offer various other services.

**Effective Leadership**

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

**School Leadership Team**

**Membership**

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

Name	Title
Noble , Patricia	Principal
Miller , Christopher	Assistant Principal
Argo, Rae	Guidance Counselor
Brown, Janel	Other
Hughes, Linda	Instructional Coach
Hernandez , Clair	Teacher, ESE

### Duties

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

All of the SBLT reviews school-wide academic data at SBLT meetings.  
 School psychologist will gather and analyze behavior and attendance data once a month.  
 Guidance counselor and school psychologist facilitate teacher review of academic and behavior data, teacher-parent communication of interventions and data.

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

Kingsford Elementary School will utilize FAIR and Improve several times per year for on-going assessment of reading, math, and science. Since all students take FAIR it will be utilized to analyze the effectiveness of core instruction.

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 math to increase the math block to 90 minutes. Tier 3 interventions are conducted throughout the instructional day outside of the 120 and 60 minute reading blocks. Interventions are serviced by the homeroom teacher and/or ESE inclusion teacher. Teachers review their own data within their grade level team meetings to problem solve which students need additional interventions. Teachers consult with their grade level, the ESE inclusion teachers, the guidance counselor, school psychologist, speech-language pathologist, reading coach, interventionist, and Administration for problem solving, data analysis, and intervention needs.

Title I, Part A:

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

Title I, Part C Migrant:

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

program promotes interstate and intrastate coordination of services for migrant children, including providing for educational continuity through the timely transfer of pertinent school records.

Title II:

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

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

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

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Patrica Noble	Principal
Christopher Miller	Principal
Denise Hunter	Teacher
Janel Brown	Teacher
Clair Hernandez	Teacher
Juan Hernandez	Parent
Cindy Spear	Business/Community
Bradley Hardesty	Parent
	Student

#### Duties

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

*Evaluation of last year's school improvement plan*

Quarterly meetings, review SIP, review school budget, and assist in identifying school needs. SAC will determine the evaluation of the 2013-2014 SIP at a date to be determined.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

BrainPop was bought with SAC funds for the 2013-2014 school year. This program costs 1400.00 utilizing all the SAC funds.

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

No

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Noble , Patricia	Principal
Miller , Christopher	Assistant Principal
Argo, Rae	Guidance Counselor
Brown, Janel	Other
Hughes, Linda	Instructional Coach

#### Duties

##### ***Describe how the LLT promotes literacy within the school***

To increase students reading at or above grade level as measured on Florida Standards Assessment, Science FCAT, FAIR, and Improve. To accomplish this goal: Teachers will monitor struggling students' progress bi-weekly; monitor students' participation in tutorial services after school; communicate with target group's parents about the students' progress. Ongoing progress monitoring, mini-assessments, student data charts, Accelerated Reading, FAIR, and Improve Assessment data will be utilized in conjunction with direct instruction and provide assistance to meet the needs of students in order to develop lifelong readers.

### Public and Collaborative Teaching

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

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

Kingsford Elementary has a master schedule that ensures each grade level has common planning. Each week, grade levels are required to meet in weekly Professional Learning Communities hosted by the school leadership team and district based personnel. Grade levels are also required to meet weekly and plan their lessons for each subject area. Administration visits grade level planning meetings periodically to ensure time is used productively. Each grade level has a set of team norms that they have created to help the collaboration of the members.

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

1. Hire only teachers who have experience
2. Strategic questions in interviews have lead to hiring only those who are appropriately trained and experienced
3. Mentoring of teachers new to Kingsford

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

Collaborative grade level planning (3 times per week); resource  
Mr. Andrew Petruska will be mentored by Miss Christin McDowell  
Mrs. Lindsey Petruska will be mentored by Miss Christin McDowell

Miss Molly Munroe will be mentored by Miss Christin McDowell  
The School Based Leadership Team is also involved in mentoring new teachers (weekly).  
Mr. Petruska, Mrs. Petruska, and Miss Munroe will be mentored by Ms. Linda Hughes (School Based Reading Coach).

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

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 and Go Math as its core instructional programs.

#### **Instructional Strategies**

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

School will utilize FAIR and Improve several times per year for on-going assessment of reading, math, and science. Since all students take FAIR it will be utilized to analyze the effectiveness of core instruction.

All students receive an extended reading block (60 minutes) plus the core literacy block of 120 minutes in order to support literacy instruction. Opportunity for Tier 2 intervention is available during a scheduled 120 minute literacy block and within the additional 30 minutes of the total 90 minutes for Math. Teachers review their own data within their grade level team meetings to problem solve which students need additional interventions. 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.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

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

**Strategy Rationale**

We have the extended 60 minutes of reading due to the fact that Kingsford is listed as one of the lowest 300 schools in the state in reading. We are mandated by the state to have an extra hour of reading instruction every day for 180 days.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**Person(s) responsible for monitoring implementation of the strategy**

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

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

School-wide data is collected three times per year to monitor student progress through FAIR and Improve Assessments. Annual data includes FCAT. Continuous monitoring of student progress is collected from Reading Wonders and Go Math! curriculum.

**Strategy:** After School Program

**Minutes added to school year:** 3,240

Kingsford will have an extended day instructional period from 3:30 until 5:00 on Tuesdays and Thursdays beginning February 3rd until April 9th, 2015. This is an extra 18 days of instructional support for students who are at risk in reading.

**Strategy Rationale**

Kingsford Elementary has a high Hispanic ELL population which equals about 64% ( 425) of our students. Of those 183 students or 43% are migrant. Migrant students do not enroll in school until the end of October or the first week of November. This allows them to receive only 5 to 5 1/2 months of school at Kingsford. This creates a challenge because all students are required to excel in reading or at least be on grade level when they exit a grade level.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

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

There will be a grade level pretest in reading and a post test to check for student gains.



## Student Transition and Readiness

### PreK-12 Transition

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

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

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 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.

### College and Career Readiness

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

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

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

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



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards.

## Strategic Goals Detail

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

**G1.** Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards. **1a**

G042303

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	55.0
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	68.0
AMO Math - African American	44.0
AMO Math - ELL	53.0
Math Gains	62.0
Math Lowest 25% Gains	74.0
AMO Math - White	61.0
AMO Reading - African American	55.0
AMO Reading - ELL	46.0
AMO Reading - White	67.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	79.0
CELLA Listening/Speaking Proficiency	46.0
CELLA Reading Proficiency	35.0

**Resources Available to Support the Goal** **2**

- Data/Progress Monitoring: FAIR, Improve Assessments, FCAT, End of Year Assessments (Mathematics)
- New 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, Learning Schedules, Writing program, Florida Standards, FCRR, Six Minute Fluency, Literature Circle, Adaptive Learning System, Achieve 3000, iRead
- Staff Resources: ParaEducators, School Based Leadership Team, Interventionist, Reading Wonders-Beth Wilkin, Regional Science Coach-Wardell Powell, District Based Science Coach-Cheryl Fogel, Regional Reading Coach-Beth Dawson, District Based Reading Coach- Lindsey McDowell, District Based Math Coach-Bradley Hardesty, and School Based Literacy Coach-Linda Hughes.

**Targeted Barriers to Achieving the Goal** **3**

- Instructional barriers included, but are not limited too, lack of collaborative planning, lack of knowledge with Florida Standards, content embedded in Reading and Mathematics, cross curricular writing/responding, and lack of differentiate instruction.
- Curriculum: newly implemented Reading and Mathematics curriculum focused on new state standards.
- Environmental: new grade level teams adjusting, low expectations for students, need shared vision, limited time for PD, and misunderstanding of differentiated instruction.

- Data/Progress Monitoring: guided instruction by data and improved and more frequent data analysis

### Plan to Monitor Progress Toward G1. 8

Implement research-based, rigorous core standards, and supplemental instruction based upon student data.

#### **Person Responsible**

Patricia Noble

#### **Schedule**

Daily, from 8/27/2014 to 6/3/2015

#### **Evidence of Completion**

PLC Sign In Sheets, observations (classroom walkthroughs), lesson plans and student data (Weekly Reading Wonders assessments, STAR, BEAR Assessments, End of Unit Assessments, Go Math Assessments and EOY Reading and Math Assessments)

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards. **1**

 G042303

**G1.B1** Instructional barriers included, but are not limited too, lack of collaborative planning, lack of knowledge with Florida Standards, content embedded in Reading and Mathematics, cross curricular writing/ responding, and lack of differentiate instruction. **2**

 B103170

**G1.B1.S1** Dissect Florida Standards to determine the depth and specifics for grade levels. **4**

 S114274

### Strategy Rationale

Teachers must have an understanding of the meaning of each standard and the expectation of the standard in order for students to master. Teachers also must understand how the standard plays a role in other grade levels.

### Action Step 1 **5**

Dissect Florida Standards to determine the depth and specifics for grade levels

#### Person Responsible

Patricia Noble

#### Schedule

Biweekly, from 8/27/2014 to 5/27/2015

#### Evidence of Completion

Lesson plans, PLC's, grade level meetings

**Action Step 2** 5

Professional development on collaborative planning.

**Person Responsible**

Patricia Noble

**Schedule**

Annually, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans and observations of teacher collaborative planning meetings.

**Action Step 3** 5

Grade level collaboratively plan implementing a rigorous core curriculum and supplemental curriculum

**Person Responsible**

Patricia Noble

**Schedule**

Weekly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans and observations of teacher collaborative planning meetings, and PLC's.

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

Grade levels will meet in weekly grade level meetings along with PLC's and document with meeting notes.

**Person Responsible**

Patricia Noble

**Schedule**

Weekly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

Lesson plans, data, observations of teacher collaborative planning meetings, anecdotal notes and feedback.

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

Administration will monitor weekly grade level meetings by conducting walkthroughs

**Person Responsible**

Patricia Noble

**Schedule**

On 6/3/2015

**Evidence of Completion**

Anecdotal records, observations, and grade level meeting notes.

**G1.B1.S2** Teachers must collaboratively plan using data to meet the needs of their students. 4

 S114275

**Strategy Rationale**

Teachers must create team norms to implement at PLC's and grade level meetings. Teachers and team must also discuss data at meetings to brainstorm and implement differentiated instruction based on data.

**Action Step 1** 5

Teachers must meet in weekly grade level meetings to discuss data (weekly assessments, FAIR, Improve, etc.) and make adjustments to lesson plans in order to differentiate instruction.

**Person Responsible**

Patricia Noble

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

**Evidence of Completion**

Anecdotal records, weekly grade level notes, observations

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

Administration will conduct walkthroughs on grade level meetings and sit-in on weekly PLC's.

**Person Responsible**

Patricia Noble

**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

***Evidence of Completion***

observation, anecdotal records, and lesson plans.

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

Administration will sit in on weekly PLC's and grade level meetings.

**Person Responsible**

Patricia Noble


**Schedule**

Weekly, from 9/3/2014 to 6/3/2015

***Evidence of Completion***

Anecdotal records, lesson plans, data collection from various sources, and walkthroughs

**G1.B2** Curriculum: newly implemented Reading and Mathematics curriculum focused on new state standards. **2**

 B103171

**G1.B2.S1** Provide professional development on new literacy program. **4**

 S115193

### **Strategy Rationale**

Teachers must be provided professional development on the new literacy curriculum.

### **Action Step 1** **5**

Provide professional development with small group and whole group instruction using Reading Wonders by Regional, District, and School based Literacy Coaches

#### **Person Responsible**

Patricia Noble

#### **Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

#### **Evidence of Completion**

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

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

Administration will conduct classroom walkthroughs for implementation and fidelity of the literacy program

#### **Person Responsible**

Patricia Noble

#### **Schedule**

Weekly, from 9/3/2014 to 6/3/2015

#### **Evidence of Completion**

Lesson plans, observation, weekly grade level meeting notes



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

Administration will conduct classroom walkthroughs

**Person Responsible**

Patricia Noble


**Schedule**

On 6/3/2015


**Evidence of Completion**

implementation of Reading Wonders with fidelity

**G1.B3** Environmental: new grade level teams adjusting, low expectations for students, need shared vision, limited time for PD, and misunderstanding of differentiated instruction. 2

 B103172

**G1.B3.S1** Create new team norms for grade levels, administration set high expectations for staff, grade level create shared vision for each marking period, create opportunities for professional development in house and define differentiation. 4

 S115197

**Strategy Rationale**

Teachers need high expectation from administration along with modeling expectation for students. Grade levels need to discuss their vision and goals for each marking period and defining differentiation. Finally, administration needs to provide opportunities for professional development in house by utilizing district resources.

**Action Step 1** 5

Grade level will meet in PLC's to create team norms and define differentiation. Each grade level will work to create a shared vision for each marking period keeping the end goal in mind.

**Person Responsible**

Patricia Noble

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

**Evidence of Completion**

Observation, shared vision emailed to administration, walkthroughs

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

Administration will monitor by conducting walkthroughs and discussions with teachers.

**Person Responsible**

Patricia Noble

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

***Evidence of Completion***

Anecdotal records, observations, and discussions

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

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

**Person Responsible**

Patricia Noble

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

***Evidence of Completion***

Observations, walkthroughs, and discussions


**G1.B4** Data/Progress Monitoring: guided instruction by data and improved and more frequent data analysis

2

 B103173

**G1.B4.S1** Overview of utilizing benchmarks & standards within the common assessments

4

 S114277

**Strategy Rationale**

**Action Step 1** 5

Resource Personnel will meet with grade levels to analyze data and develop and critique common assessments.

**Person Responsible**

Linda Hughes

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

Lesson Plans, Grade Level Agendas, PLC Sign-in sheets, and Title 1 Logs

**Action Step 2** 5

**Person Responsible**

**Schedule**

**Evidence of Completion**

Lesson Plans, Grade Level Agendas, PLC Sign-in sheets, and Title 1 Logs

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

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

**Person Responsible**

**Schedule**

Weekly, from 9/29/2014 to 6/4/2015

**Evidence of Completion**

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

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

Monitoring resource personnel during administrative leadership meetings

**Person Responsible**

Patricia Noble

**Schedule**

On 6/4/2015

**Evidence of Completion**

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

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

 S114278

**Strategy Rationale**

**Action Step 1** 5

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

**Person Responsible**

**Schedule**

**Evidence of Completion**

Q&A, feedback from teachers, strengths and weaknesses

**Action Step 2** 5

Professional development about common assessments.

**Person Responsible**

**Schedule**

***Evidence of Completion***

Q&A, feedback from teachers, strengths and weaknesses

**Action Step 3** 5

Teachers are utilizing common assessments

**Person Responsible**

**Schedule**

***Evidence of Completion***

Resource inventory of common assessments.

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

Expectations and procedures for choosing common assessments.

**Person Responsible**

Linda Hughes

**Schedule**

***Evidence of Completion***

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

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

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

**Person Responsible**

Patricia Noble

**Schedule**

**Evidence of Completion**

PLC Sign In Sheet, Lesson Plans, Journey

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Dissect Florida Standards to determine the depth and specifics for grade levels	Noble , Patricia	8/27/2014	Lesson plans, PLC's, grade level meetings	5/27/2015 biweekly
G1.B4.S1.A1	Resource Personnel will meet with grade levels to analyze data and develop and critique common assessments.	Hughes, Linda	9/29/2014	Lesson Plans, Grade Level Agendas, PLC Sign-in sheets, and Title 1 Logs	6/4/2015 weekly
G1.B4.S2.A1	Provide an overview of utilizing benchmarks & standards within the common assessments		9/29/2014	Q&A, feedback from teachers, strengths and weaknesses	weekly
G1.B1.S2.A1	Teachers must meet in weekly grade level meetings to discuss data (weekly assessments, FAIR, Improve, etc.) and make adjustments to lesson plans in order to differentiate instruction.	Noble , Patricia	9/3/2014	Anecdotal records, weekly grade level notes, observations	6/3/2015 weekly
G1.B2.S1.A1	Provide professional development with small group and whole group instruction using Reading Wonders by Regional, District, and School based Literacy Coaches	Noble , Patricia	9/3/2014	PLC sign in sheets, meeting notices, observation, and lesson plans	6/3/2015 biweekly
G1.B3.S1.A1	Grade level will meet in PLC's to create team norms and define differentiation. Each grade level will work to create a shared vision for each marking period keeping the end goal in mind.	Noble , Patricia	8/27/2014	Observation, shared vision emailed to administration, walkthroughs	6/3/2015 biweekly
G1.B1.S1.A2	Professional development on collaborative planning.	Noble , Patricia	8/27/2014	Lesson plans and observations of teacher collaborative planning meetings.	6/3/2015 annually
G1.B4.S1.A2	[no content entered]			Lesson Plans, Grade Level Agendas, PLC Sign-in sheets, and Title 1 Logs	one-time
G1.B4.S2.A2	Professional development about common assessments.		9/29/2014	Q&A, feedback from teachers, strengths and weaknesses	weekly

**Polk - 1151 - Kingsford Elementary School - 2014-15 SIP**  
*Kingsford Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A3	Grade level collaboratively plan implementing a rigorous core curriculum and supplemental curriculum	Noble , Patricia	8/27/2014	Lesson plans and observations of teacher collaborative planning meetings, and PLC's.	6/3/2015 weekly
G1.B4.S2.A3	Teachers are utilizing common assessments		9/29/2014	Resource inventory of common assessments.	weekly
G1.MA1	Implement research-based, rigorous core standards, and supplemental instruction based upon student data.	Noble , Patricia	8/27/2014	PLC Sign In Sheets, observations (classroom walkthroughs), lesson plans and student data (Weekly Reading Wonders assessments, STAR, BEAR Assessments, End of Unit Assessments, Go Math Assessments and EOY Reading and Math Assessments)	6/3/2015 daily
G1.B1.S1.MA1	Administration will monitor weekly grade level meetings by conducting walkthroughs	Noble , Patricia	8/27/2014	Anecdotal records, observations, and grade level meeting notes.	6/3/2015 one-time
G1.B1.S1.MA1	Grade levels will meet in weekly grade level meetings along with PLC's and document with meeting notes.	Noble , Patricia	8/27/2014	Lesson plans, data, observations of teacher collaborative planning meetings, anecdotal notes and feedback.	6/3/2015 weekly
G1.B4.S1.MA1	Monitoring resource personnel during administrative leadership meetings	Noble , Patricia	9/8/2014	Administrative leadership meeting notes, classroom walkthroughs, and discussions with resource staff	6/4/2015 one-time
G1.B4.S1.MA1	Grade level meetings with common planning, PLC's with resource staff and administration.		9/29/2014	PLC sign in sheets, grade level meeting notes, student data (Weekly Reading Wonders assessments, STAR, BEAR Assessments, End of Unit Assessments, Go Math Assessments and EOY Reading and Math Assessments)	6/4/2015 weekly
G1.B2.S1.MA1	Administration will conduct classroom walkthroughs	Noble , Patricia	8/25/2014	implementation of Reading Wonders with fidelity	6/3/2015 one-time
G1.B2.S1.MA1	Administration will conduct classroom walkthroughs for implementation and fidelity of the literacy program	Noble , Patricia	9/3/2014	Lesson plans, observation, weekly grade level meeting notes	6/3/2015 weekly
G1.B3.S1.MA1	Administration will conduct walkthroughs on grade level meetings, sit in PLC's, and have discussions with grade levels.	Noble , Patricia	8/27/2014	Observations, walkthroughs, and discussions	6/3/2015 biweekly
G1.B3.S1.MA1	Administration will monitor by conducting walkthroughs and discussions with teachers.	Noble , Patricia	8/27/2014	Anecdotal records, observations, and discussions	6/3/2015 biweekly
G1.B1.S2.MA1	Administration will sit in on weekly PLC's and grade level meetings.	Noble , Patricia	9/3/2014	Anecdotal records, lesson plans, data collection from various sources, and walkthroughs	6/3/2015 weekly
G1.B1.S2.MA1	Administration will conduct walkthroughs on grade level meetings and sit-in on weekly PLC's.	Noble , Patricia	9/3/2014	observation, anecdotal records, and lesson plans.	6/3/2015 weekly
G1.B4.S2.MA1	Administration will monitor grade level collaborative planning, TARGET meetings, and teacher evaluation meeting with Principal.	Noble , Patricia	9/29/2014	PLC Sign In Sheet, Lesson Plans, Journey	one-time
G1.B4.S2.MA1	Expectations and procedures for choosing common assessments.	Hughes, Linda	9/29/2014	Lesson Plans, Data Collection, and PLC Sign-In Sheet	one-time

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards.

**G1.B1** Instructional barriers included, but are not limited too, lack of collaborative planning, lack of knowledge with Florida Standards, content embedded in Reading and Mathematics, cross curricular writing/responding, and lack of differentiate instruction.

**G1.B1.S1** Dissect Florida Standards to determine the depth and specifics for grade levels.

### PD Opportunity 1

Professional development on collaborative planning.

#### Facilitator

Administration, Reading Coach, District resources.

#### Participants

Classroom teachers.

#### Schedule

Annually, from 8/27/2014 to 6/3/2015

### PD Opportunity 2

Grade level collaboratively plan implementing a rigorous core curriculum and supplemental curriculum

#### Facilitator

Administration, Reading coach, district resources

#### Participants

Teachers

#### Schedule

Weekly, from 8/27/2014 to 6/3/2015



**G1.B2** Curriculum: newly implemented Reading and Mathematics curriculum focused on new state standards.

**G1.B2.S1** Provide professional development on new literacy program.

**PD Opportunity 1**

Provide professional development with small group and whole group instruction using Reading Wonders by Regional, District, and School based Literacy Coaches

**Facilitator**

Regional, District, and School Based Literacy Coaches

**Participants**

Classroom Teachers

**Schedule**

Biweekly, from 9/3/2014 to 6/3/2015

**G1.B3** Environmental: new grade level teams adjusting, low expectations for students, need shared vision, limited time for PD, and misunderstanding of differentiated instruction.

**G1.B3.S1** Create new team norms for grade levels, administration set high expectations for staff, grade level create shared vision for each marking period, create opportunities for professional development in house and define differentiation.

**PD Opportunity 1**

Grade level will meet in PLC's to create team norms and define differentiation. Each grade level will work to create a shared vision for each marking period keeping the end goal in mind.

**Facilitator**

SBLT

**Participants**

Classroom teachers

**Schedule**

Biweekly, from 8/27/2014 to 6/3/2015

**G1.B4 Data/Progress Monitoring: guided instruction by data and improved and more frequent data analysis**

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

**PD Opportunity 1**

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

**Facilitator**

Administration

**Participants**

Classroom Teachers

**Schedule**

**PD Opportunity 2**

Professional development about common assessments.

**Facilitator**

Administration

**Participants**

Classroom teachers

**Schedule**

**PD Opportunity 3**

Teachers are utilizing common assessments

**Facilitator**

School-based Leadership Team

**Participants**

Classroom teachers

**Schedule**

## Technical Assistance Items

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

**G1.** Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards.

**G1.B1** Instructional barriers included, but are not limited too, lack of collaborative planning, lack of knowledge with Florida Standards, content embedded in Reading and Mathematics, cross curricular writing/responding, and lack of differentiate instruction.

**G1.B1.S2** Teachers must collaboratively plan using data to meet the needs of their students.

### **PD Opportunity 1**

Teachers must meet in weekly grade level meetings to discuss data (weekly assessments, FAIR, Improve, etc.) and make adjustments to lesson plans in order to differentiate instruction.

#### **Facilitator**

SBLT

#### **Participants**

Classroom Teachers

#### **Schedule**

Weekly, from 9/3/2014 to 6/3/2015

## Budget Rollup

### Summary

Description	Total
<b>Goal 1:</b> Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards.	0
<b>Grand Total</b>	<b>0</b>

### Goal 1: Establish expectations for teachers to engage in collaborative planning to develop and implement research-based, rigorous core and supplemental instruction (guided small groups) informed by analysis of student data and aligned with Florida Standards.

Description	Source	Total
<b>B1.S1.A3</b> - Literacy Coach	Title I Part A	0
<b>B1.S1.A3</b> - Interventionist	Title I Part A	0
<b>B1.S2.A1</b> - Literacy Coach	Title I Part A	0
<b>B2.S1.A1</b> - Literacy Coach	Title I Part A	0
<b>B3.S1.A1</b> - Literacy Coach	Title I Part A	0
<b>B4.S1.A1</b> - Literacy Coach	Title I Part A	0
<b>B4.S1.A2</b> - Literacy Coach	Title I Part A	0
<b>B4.S2.A1</b> - Literacy Coach	Title I Part A	0
<b>B4.S2.A2</b> - Literacy Coach	Title I Part A	0
<b>B4.S2.A3</b> - Literacy Coach	Title I Part A	0
<b>Total Goal 1</b>		<b>0</b>