

Kelley Smith Elementary School



2014-15 School Improvement Plan

Kelley Smith Elementary School

141 KELLEY SMITH SCHOOL RD, Palatka, FL 32177

kses.putnamschools.org

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
38%

School Grades History

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

School Board Approval

This plan was approved by the Putnam County School Board on 2/17/2015.

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Kelley Smith Elementary School is to provide differentiation and enrichment to all students for everyone to be successful in learning and growing in all subject areas.

Provide the school's vision statement

We will inspire every student to think, to learn, to achieve, to care, and to become a successful and responsible citizen as a community member of Putnam County.

School Environment

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

There are several processes in which Kelley Smith Elementary School teachers build relationships with students. We start the process by setting school wide expectations with the support of our "Shark Schilling" Positive Behavior Support System. We want our students to Show Cooperation, Have Self-Control, Act Responsibly, Respect Others, Keep Safe, and Speak Encouraging Words. We begin the school year with a School Wide Assembly to support our expectations. Teachers, in turn, take the time to build relationships in the classroom through Class Council activities. Relationships are built between the teacher and individual students as well as student to student through cooperative activities to build relationship capacity. The teachers within our school use many tools to help build relationships as well as get to know their students from outside of the school. We use Positive Referrals, phone calls, use of the student planner, parent/student/teacher conferences with a focus on our Title 1 Compact, respect and use of equitable response rates, as well as displaying student work. Our teachers and staff of KSES also individualize student relationships by attending their students' extracurricular activities that are within the community. Some of these activities are attending baseball games, football games, church events, and we conduct Community Outreach Nights which are hosted at the James A. Long Apartment area.

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

Kelley Smith Elementary School works very hard to create an environment in which students feel safe and are respected by their peers, parents, faculty, and staff. At the beginning of the year, we provide a school wide assembly to discuss bullying and ways to support one another if anything occurs toward bullying. We also go over the procedures as to how students can and should report bullying. We also conduct safety drills throughout the school year as to what to do during a Code Red, Code Yellow, and Code Black. Teachers and staff practice safe and respect routines within the class. We reinforce our school wide expectations with the use of our Shark Schilling Expectations. When students are observed following our school wide expectations, they can be rewarded either as a class or individually. Teachers also conduct Class Council Support lessons once a week or more, if needed, based upon the individual needs of the classroom. Class Council meetings can include lessons to support ways students can respect one another, can support demographic needs of the class, can support ways to communicate with one another as well as other needs. We also have a Tier 2 Check-in/Check-out system to support students who need individual behavior supports.

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

Our schoolwide behavioral system is an important piece to support our students and our teachers in minimizing distractions and engaging our students during the instructional school day. We begin by training our school personnel during Pre-planning. We set the behavioral expectations through our faculty/staff handbook and discuss items like classroom management, the proper use of the Behavioral Intervention Form, as well as our Positive Behavior Support Plans. We have a strong commitment for both our behavioral and academic expectations as they go hand in hand. Our Positive Behavior Support is a schoolwide system approach that builds a supportive learning environment for all kids through teaching, modeling, and enforcing the behaviors that teachers want to see in the classroom. Our school wide expectations set the tone for behavior in the cafeteria, classrooms, hallways, special areas, as well as in the Media Center. The Shark Expectations are: Show Cooperation, Have Self-Control, Act Responsibly, Respect Others, Kind Words, and Speak Encouraging Words Each Day. The faculty/staff are trained on how to use the Shark Schilling as a classroom or individual behavioral reward. We also discuss what the behaviors look like in all locations of the school.

We also discuss during Pre-planning the use of the Behavioral Intervention Form. Students who have behavioral issues are given 3 opportunities for the same behavior before an Office Referral is written. Within the Behavioral Intervention Form, teachers and staff receive training as to what interventions they may take to support and train our students toward the expected outcomes that we want to observe in our classrooms.

Our teachers also develop team and class support within the 1st 10 days of school. During this time, teachers build classroom and team support for students within their class. Teachers take the time to build family atmospheres which help to build an instructional learning capacity like no other. After the 1st 10 days, teachers still conduct Class Council Meetings to support classroom behavioral needs and address issues that arise at least once a week or more if needed. Class Councils are based upon the individual classroom needs.

The administration also meets with the entire student body to discuss "Bullying". We discuss the definition of Bullying, what it looks like, how we can best support one another in our actions toward one another, and the procedures to report "Bullying" with the support of the faculty/staff.

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

The Kelley Smith Elementary School Guidance Department prides itself in providing as much social-emotional support as possible for our students. The primary goal of our guidance counselor is to assist students with their educational and personal development. This is carried out through classroom programs, individual and small group counseling with students, conferences with parents and teachers, supporting students/parents with accommodations and modification to curriculum, and helping to identify students in need of special programs. In addition, our counselor is also available for consultation with parents concerning student problems and needs. Our guidance counselor works with our community partnerships to support our students' social-emotional needs. We work with Stewart-Marchman to support additional student needs through additional resources.

Starting this year, our guidance counselor has implemented a Student Council in grades 3-5 to support academic and community involvement activities. Our Student Council helps to provide mentors for students who may be struggling either academically or emotionally. Some students might need some organizational help in the classroom or possibly need a mentor/friend to support them throughout the school day. It is key that our Student Council have a voice to support our students of Kelley Smith Elementary School.

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

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	16	14	6	10	4	17	67
One or more suspensions	11	16	6	7	10	13	63
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	19	22	51

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

Indicator	Grade Level			Total
	1	3	5	
Students exhibiting two or more indicators	2	1	2	5

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

There were five students who exhibited 2 or more early warning indicators during the 2013-2014 school year. We provided several interventions to support the student, parent, and the teacher. We hosted parent/student/teacher conferences to discuss concerns and support specific academic interventions. We provided transportation for students. We also encouraged these students by allowing them to attend after school events with us taking them home due to lack of transportation from the parent. We set up behavioral, academic, and attendance contracts and monitored those contracts through the teacher, parent, guidance counselor, and administrator through MTSS Meetings as well as a Daily Check-in/Check-out system. We also conducted parent/student nights in the neighborhood to support the needs of parents and students toward the academic, behavioral, and attendance needs. We were able to develop relationships with our students and parents to support them through Title I needs and Project Praise Grants.

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/63578>.

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

We have developed several partnerships within the community who support and help provide resources. Some of the partnerships are with Georgia Pacific, Zaxby's Restaurant, Chili's Restaurant, the City Commission of Palatka, the Palatka Housing Authority, and the Kiwanis Club of Palatka. We have reached out to these partnerships by letting them know what are needs are to see if they can help support our students who are and will be life long community members. We work with Georgia Pacific to improve teacher instruction through mini-grants that teachers apply for, and if selected, receive funds to support the improvement of instruction. The improvement of instruction has shown an increase in student achievement. We host community fundraiser through our partnership with Zaxby's Restaurant. On selected nights, community members eat at Zaxby's and part of the sales made for those nights are donated back to the school to support student achievement through supplies as well as student incentives. We have reached out to Chili's Restaurant as they have supported our students with a luncheon for students who achieved a certain score on their writing test. During the 2013-2014 school year, we started a new partnership with the Palatka Housing Authority. They have allowed us to use their Community Center in the James A. Long Community to host and conduct parent/student nights to support student learning and how parents can support their children at home. The parent/student night was a great success and we plan to continue the parent/student nights this year. We have developed a long standing relationship with the Kiwanis Club of Palatka as they help us to recognize students who portray excellent social skills within their class which has a lasting affect on the community. Students are rewarded with letters from their teachers as well as a certificate recognizing them for the achievement of their leadership and socialization skills within the class. Our Terrific Kids Ceremony takes place 4 times per year and the students are recognized in front of their families and community members. Taped productions of these events are also aired on the community television station. Finally we also have a partnership with the City of Palatka as schools have the opportunity to recognize a "Student of the Month" for their academic and leadership success which will carry-over into the community. Students are recognized and given a certificate that acknowledges their achievements. All of these community partnerships help to support our students in both providing resources to the school and in supporting student achievement and recognition.

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
Adams, Tim	Principal
Baggs, Kim	Assistant Principal
Symonds, Amber	Instructional Coach
David, Cynthia	Guidance Counselor
Hager, Misty	Teacher, K-12
Methvin, Nancy	Teacher, K-12
Alford, Tamara	Teacher, K-12
Knapp, Garnette	Teacher, K-12
Hickenlooper, Teresa	Teacher, K-12
Brown, Crystal	Teacher, K-12
Keller, Kasey	Teacher, ESE

Duties

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

Our MTSS Leadership Team consists of the Principal, Assistant Principal, Guidance Counselor, School Psychologist, Staffing Specialist, Behavior Specialist, Reading Coach, and the Support Facilitator/Resource 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 Support Facilitator/Resource ESE Teacher supports 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. Our Team Leaders of KSES also provide school support as they are the leaders of each grade level. They discuss instructional practices, techniques, differentiation, small group intensive support, and MTSS to support the needs of their children.

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

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, Performance Matters, Harcourt Journeys Diagnostic Tests/Pre-Post, Classroom Benchmark Assessments, and our Florida State Assessment 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 Florida Common Core Standards that is in their blended instruction. Another resource that is used to provide additional interventions or Tiers is iReady which also supports 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.

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 the D.A Team 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 the DA Team 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.

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. 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.

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 CPI which uses de-escalation techniques. More staff members will be trained in CPI on October 3, 2014 to support our students here at KSES.

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.

Student Council (3rd-5th Grade): The student body in grades 3-5 determine who will be their voice per class to support student needs through our Student Council. The student council is being led by our Guidance Counselor, Mrs. Cindy David. The plan is to get more students and parents involved with our School Advisory Council as well as conduct Community Projects that will support our students and our school.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Jillian Griffith	Teacher
Tim Adams	Principal
Crystal Blevins	Parent
Rebecca Brauman	Parent

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

The School Advisory Council reviewed last year's School Improvement Plan by researching the school goals, compared the actual test data, and determined that we reached an overall goal of growth by our students who took the FCAT Test for the 2013-2014 school year. Kelley Smith Elementary School maintained a "B" rating from the previous year, although that year's school grade was supported by the state of Florida "Safety Net".

Development of this school improvement plan

The School Advisory Council which consists of parents, teachers and other staff members as well as administration meet to establish the goals for the 2014-2015 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 19, 2014, 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. During this meeting we also received input, reviewed, and made changes (if necessary) about our School Wide Expectations through the use of our Shark Schillings and our Title I Parent Compact. During our 1st SAC Meeting of the year input and changes were made to our Parent Involvement Plan and we discussed the 8 Step Planning and Problem Solving Process and the specific goals of the 2014-2015 School Improvement Plan.

Preparation of the school's annual budget and plan

The 2014-2015 school budget was discussed which included the school's discretionary total as well as the Title I Budget. Both budgets should a decrease of money because it was based upon the FTE from the previous school year. The School Advisory Council goal is to continue to support the efforts of updating technology in our computer labs as well as in our classrooms with desktop computers, laptops, and iPads.

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

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

Yes

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Adams, Tim	Principal
Baggs, Kim	Assistant Principal
Symonds, Amber	Instructional Coach
Hager, Misty	Teacher, K-12
Methvin, Nancy	Teacher, K-12
Brown, Crystal	Teacher, K-12
Alford, Tamara	Teacher, K-12
Knapp, Garnette	Teacher, K-12
Hickenlooper, Teresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

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.

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

The teachers of Kelley Smith Elementary School are encouraged to work with their teams as well as with other grade levels within the school. The collaboration and positive working relationships are encouraged and set through the high expectations that are set by the administrative team. The collaboration between teachers takes place throughout the year through our Professional Development plans as well as are set PLC times during the instructional day as well as our PLC's that take place after school hours. All of our collaboration is based upon supporting the needs of our students to increase student achievement through all aspects of learning in all subject areas. Our grade level teachers take such pride, they want to help one another. They collaborate beyond the instructional time and plan amongst other grade levels of teachers during their intertwined lunch periods.

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

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)

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school selects highly qualified teachers who demonstrate high quality instructional strategies along with high achieving scores to work closely with other teachers within the district to research and study the core instructional programs to determine how they are aligned to the standards of Florida. The district personnel also supports this process as the district leadership team massages this process in being sure that we are in compliance with the state initiatives in selecting core instructional programs. These actions take place with our reading, math, and science 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

The administration and the grade level teachers review formative student data every other week in reading and math. We base our data on formative assessments as well as summative assessments. Formative assessments are reviewed each week and summative assessments are reviewed at the end of each unit. Our weekly PLC's, which are based upon instructional skills and strategies that are taught to our students are a focus along with the formative data that is based upon the taught instructional skills. Teachers then discuss and determine next steps in supporting their students to differentiate their instruction. Differentiation takes place with leveled readers based upon the weekly skill in reading. The use of iReady also is a way we differentiate our instruction based upon the strength and weaknesses in reading. We also use iReady to support the differentiation of instruction for our students in math as well.

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: 35

The Putnam County School District has added an additional 35 minutes to each instructional day to support core academic instruction and to support teacher collaboration and planning within their teams during the instructional school day. The additional 35 minutes also helps to provide additional time to focus on our differentiated instruction with small groups of students.

Strategy Rationale

In extending the school day by 35 minutes daily, it is our desire to extend the learning day for our students to focus in on our Core Academic Reading and Math Instruction. It is also a desire to support teacher collaboration through the extended school day by allowing common planning time amongst the grade levels.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Adams, Tim, tadams@my.putnamschools.org

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

Kelley Smith Elementary School will collect and analyze the following data to determine if the extended school day was a success. The data we will use is:

Florida State Assessment

FAIR Data

Formative/Summative Assessments from within classrooms and within grade levels.

Journeys Diagnostic Pre/Post Tests

Early Learning Intervention Study through Florida State University with our K-2 Students who score lower than the 30% on FAIR.

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

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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms.

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. Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms. 1a

G058738

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	65.0
FSA - English Language Arts - Proficiency Rate	42.0
Discipline incidents	5.0

Resources Available to Support the Goal 2

- Access to Star Data to support Differentiated Instruction and planning.
- Journeys Harcourt Reading Series
- Knowledgeable staff to support others.
- Model classrooms are available for support.
- Administration support available at all times.
- Curriculum Resource Teacher on site and available to provide modeling and professional development.
- iReady to support the Differentiated Instruction on the student's level for both reading and math.
- Morale is improving at the school with all faculty/staff members.
- District Leaders are supportive and ready to assist the needs of the teachers in classrooms.
- Strong support staff.
- The teachers of Kelley Smith Elementary School are creative.
- Kelley Smith Elementary School has a culture of positive competitiveness.
- Common planning times for collaboration in all grade levels.
- Additional 45 minutes per day to extend the instructional day.

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with analyzing and interpreting assessment data to drive instruction.
- Teachers struggle to understand and implement the Florida Common Core Standards accurately.
- Teachers struggle with providing instructional strategies that support differentiated instruction.

Plan to Monitor Progress Toward G1. 8

Student data, Teacher Observation data, as well as the involvement of our parents to support the needs of all of our students towards Differentiated Instruction.

Person Responsible

Tim Adams

Schedule

Annually, from 8/19/2014 to 6/5/2015

Evidence of Completion

Student State Assessment data; quarterly review meetings of subgroup data based on FAIR, the Florida State Assessment, Classroom Benchmark Assessments, MTSS Prgress Monitoring logs, Formative/Summative Classroom Assessments and Comprehension Scores; completed student artifacts; parent conferences and feedback, teacher phone calls and questionnaires

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. Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms. **1**

 G058738

G1.B6 Teachers struggle with analyzing and interpreting assessment data to drive instruction. **2**

 B149517

G1.B6.S1 Provide Professional Development to interpret the assessment data which would include assessments: FAIR, Florida State Assessment, Performance Matters Assessments, Formative and Summative Classroom Assessments. **4**

 S161372

Strategy Rationale

The faculty/staff of KSES need professional development to support analyzing data because we have new assessments in FAIR and we have a new state assessment that starts in the 2014-2015 school year.

Action Step 1 **5**

Provide Professional Development and coaching with interpreting and analyzing assessment data to drive instruction.

Person Responsible

Amber Symonds

Schedule

Weekly, from 8/11/2014 to 6/5/2015

Evidence of Completion

Sign-in sheets, agendas to PLC's, Quarterly Review Meetings, ongoing Formative/ Summative Classroom Assessments.

Action Step 2 5

Teachers will be able to create small groups based on data through our assessments. Assessments include DAR, Formative/Summative Classroom Assessments, FAIR Assessments, MFAS Assessments, along with tiered students through the MTSS Monitoring logs.

Person Responsible

Tim Adams


Schedule

Weekly, from 9/30/2014 to 6/5/2015

Evidence of Completion

Lesson plans, Quarterly Review Meetings, Center Charts, Assessment talks during grade level meetings.

G1.B7 Teachers struggle to understand and implement the Florida Common Core Standards accurately. 2

 B149518

G1.B7.S1 Use common PLC planning time to unpack both the ELA and Math Florida Common Core Standards. 4

 S161374

Strategy Rationale

Providing common PLC planning time will support the grade levels in breaking down the ELA and Math Florida Common Core Standards for everyone on the grade level to understand.

Action Step 1 5

Provide a copy and review K-5 ELA and Math Florida Common Core Standards to all PLC's to be familiar with the new standards.

Person Responsible

Kim Baggs

Schedule

Weekly, from 5/19/2014 to 6/27/2014

Evidence of Completion

PLC Sign in sheets and agendas.

Action Step 2 5

Unpack the Florida Common Core Standards with the support of prior grade level standards and next grade level standards for all teachers.

Person Responsible

Tim Adams

Schedule

Weekly, from 10/3/2014 to 6/5/2015

Evidence of Completion

Sign-in sheet with Professional Development opportunity as well as weekly PLC meeting agendas.

Action Step 3 5

Engage in Math unpacking of standards to create instructional plans for the 1st 9 weeks.

Person Responsible

Tim Adams

Schedule

Weekly, from 9/2/2014 to 9/30/2014

Evidence of Completion

Completion of instructional math plans for the 1st 9 Weeks through walkthroughs, formals, and informals.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitoring of PLC Meetings.

Person Responsible

Tim Adams

Schedule

On 5/19/2014

Evidence of Completion

Collecting the agendas and sign-in sheets to all PLC's showing that weekly meetings were taking place to support teachers in becoming familiar with the ELA and Math Florida Common Core Standards.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Monitoring the Weekly PLC's in becoming familiar with the standards as well as monitor the 4 day Summer Training in planning and breaking down the standards toward the use of the Harcourt Journeys Reading Curriculum.

Person Responsible

Amber Symonds

Schedule

Weekly, from 5/19/2014 to 6/27/2014

Evidence of Completion

Collection of the 1st 9 Weeks Reading Lesson Plans.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Teachers will provide input and feedback towards the Master School Schedule along with the approval and support from the District.

Person Responsible

Tim Adams

Schedule

Monthly, from 5/1/2014 to 7/17/2014

Evidence of Completion

An approved copy of the Kelley Smith Elementary Master Schedule.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Observe classes to measure alignment between instruction and standards through the use of the iObservation tool during walkthroughs, Formals, and Informals. The use of a Pre/Post conference will be used to support the alignment during all Formal Observations.

Person Responsible

Tim Adams

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Observation schedule that is developed by the Kelley Smith Elementary School Leadership Team.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Interview teachers about comfort and familiarity to implement standards accurately.

Person Responsible

Amber Symonds


Schedule

Weekly, from 8/19/2014 to 6/5/2015


Evidence of Completion

Feedback documented through CRT Support Schedule.

G1.B8 Teachers struggle with providing instructional strategies that support differentiated instruction. 2

 B149519

G1.B8.S1 Use of PLC's to support data chats and determine next steps towards instructional strategies that need to be taught. Looking at the data through the PLC will assist teachers in determining groupings for small groups. 4

 S161377

Strategy Rationale

Support and focus is on differentiated instruction which is a barrier that we are working on to support the growth of all students here at KSES.

Action Step 1 5

Provide Specific Professional Development/modeling for Differentiated Instruction strategies for teachers.

Person Responsible

Amber Symonds

Schedule

Weekly, from 6/23/2014 to 6/5/2015

Evidence of Completion

Peer Mentor Observation logs (iObservation), PLC Agenda's, and Lesson Plans

Action Step 2 **5**

Teachers will use data to identify student needs and use appropriate resources for Differentiated Instruction.

Person Responsible

Kim Baggs

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC agendas, peer observation logs, Quarterly Review Meetings, and MTSS Progress Monitoring logs

Plan to Monitor Fidelity of Implementation of G1.B8.S1 **6**

Review PLC Agendas, attend PLC's, and review lesson plans.

Person Responsible

Tim Adams

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

PLC Agendas, lesson plans, and iObservation walkthroughs in planning/preparation, collaboration with peers. Use of: Quarterly Review Meeting information/data and MTSS Progress Monitoring Logs.

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 **7**

Classrooms observations for strategy use to support Differentiated Instruction through the use of the iObservation tool.

Person Responsible

Tim Adams

Schedule

Weekly, from 8/19/2014 to 6/5/2015

Evidence of Completion

Documented walkthroughs, formals, and informals through iObservation along with the support of peer observations from teacher growth plans.

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.B6.S1.A1	Provide Professional Development and coaching with interpreting and analyzing assessment data to drive instruction.	Symonds, Amber	8/11/2014	Sign-in sheets, agendas to PLC's, Quarterly Review Meetings, ongoing Formative/Summative Classroom Assessments.	6/5/2015 weekly
G1.B7.S1.A1	Provide a copy and review K-5 ELA and Math Florida Common Core Standards to all PLC's to be familiar with the new standards.	Baggs, Kim	5/19/2014	PLC Sign in sheets and agendas.	6/27/2014 weekly
G1.B8.S1.A1	Provide Specific Professional Development/modeling for Differentiated Instruction strategies for teachers.	Symonds, Amber	6/23/2014	Peer Mentor Observation logs (iObservation), PLC Agenda's, and Lesson Plans	6/5/2015 weekly
G1.B6.S1.A2	Teachers will be able to create small groups based on data through our assessments. Assessments include DAR, Formative/Summative Classroom Assessments, FAIR Assessments, MFAS Assessments, along with tiered students through the MTSS Monitoring logs.	Adams, Tim	9/30/2014	Lesson plans, Quarterly Review Meetings, Center Charts, Assessment talks during grade level meetings.	6/5/2015 weekly
G1.B7.S1.A2	Unpack the Florida Common Core Standards with the support of prior grade level standards and next grade level standards for all teachers.	Adams, Tim	10/3/2014	Sign-in sheet with Professional Development opportunity as well as weekly PLC meeting agendas.	6/5/2015 weekly
G1.B8.S1.A2	Teachers will use data to identify student needs and use appropriate resources for Differentiated Instruction.	Baggs, Kim	8/19/2014	PLC agendas, peer observation logs, Quarterly Review Meetings, and MTSS Progress Monitoring logs	6/5/2015 weekly
G1.B7.S1.A3	Engage in Math unpacking of standards to create instructional plans for the 1st 9 weeks.	Adams, Tim	9/2/2014	Completion of instructional math plans for the 1st 9 Weeks through walkthroughs, formals, and informals.	9/30/2014 weekly
G1.MA1	Student data, Teacher Observation data, as well as the involvement of our parents to support the needs of all of our students towards Differentiated Instruction.	Adams, Tim	8/19/2014	Student State Assessment data; quarterly review meetings of subgroup data based on FAIR, the Florida State Assessment, Classroom Benchmark Assessments, MTSS Progress Monitoring logs, Formative/Summative Classroom Assessments and Comprehension Scores; completed student artifacts; parent conferences and feedback, teacher phone calls and questionnaires	6/5/2015 annually
G1.B7.S1.MA1	Observe classes to measure alignment between instruction and standards through the use of the iObservation tool during walkthroughs, Formals, and Informals. The use of a Pre/Post conference will be used to support the alignment during all Formal Observations.	Adams, Tim	8/19/2014	Observation schedule that is developed by the Kelley Smith Elementary School Leadership Team.	6/5/2015 weekly
G1.B7.S1.MA5	Interview teachers about comfort and familiarity to implement standards accurately.	Symonds, Amber	8/19/2014	Feedback documented through CRT Support Schedule.	6/5/2015 weekly
G1.B7.S1.MA1	Monitoring of PLC Meetings.	Adams, Tim	5/19/2014	Collecting the agendas and sign-in sheets to all PLC's showing that weekly meetings were taking place to support teachers in becoming familiar with the	5/19/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				ELA and Math Florida Common Core Standards.	
G1.B7.S1.MA2	Monitoring the Weekly PLC's in becoming familiar with the standards as well as monitor the 4 day Summer Training in planning and breaking down the standards toward the use of the Harcourt Journeys Reading Curriculum.	Symonds, Amber	5/19/2014	Collection of the 1st 9 Weeks Reading Lesson Plans.	6/27/2014 weekly
G1.B7.S1.MA3	Teachers will provide input and feedback towards the Master School Schedule along with the approval and support from the District.	Adams, Tim	5/1/2014	An approved copy of the Kelley Smith Elementary Master Schedule.	7/17/2014 monthly
G1.B8.S1.MA1	Classrooms observations for strategy use to support Differentiated Instruction through the use of the iObservation tool.	Adams, Tim	8/19/2014	Documented walkthroughs, formals, and informals through iObservation along with the support of peer observations from teacher growth plans.	6/5/2015 weekly
G1.B8.S1.MA1	Review PLC Agendas, attend PLC's, and review lesson plans.	Adams, Tim	8/19/2014	PLC Agendas, lesson plans, and iObservation walkthroughs in planning/ preparation, collaboration with peers. Use of: Quarterly Review Meeting information/data and MTSS Progress Monitoring Logs.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms.

G1.B7 Teachers struggle to understand and implement the Florida Common Core Standards accurately.

G1.B7.S1 Use common PLC planning time to unpack both the ELA and Math Florida Common Core Standards.

PD Opportunity 1

Provide a copy and review K-5 ELA and Math Florida Common Core Standards to all PLC's to be familiar with the new standards.

Facilitator

Kim Baggs, Tim Adams, Lynn Chastain, Amber Symonds, and all Grade Chairs in grades K-5.

Participants

All K-5 teachers participate in their grade level PLC to support becoming familiar with the new Florida Common Core Standards in both ELA and Math.

Schedule

Weekly, from 5/19/2014 to 6/27/2014

PD Opportunity 2

Unpack the Florida Common Core Standards with the support of prior grade level standards and next grade level standards for all teachers.

Facilitator

D.A Region 2 Team

Participants

The teachers and administrative lead team of Kelley Smith Elementary School.

Schedule

Weekly, from 10/3/2014 to 6/5/2015

PD Opportunity 3

Engage in Math unpacking of standards to create instructional plans for the 1st 9 weeks.

Facilitator

Cathy Oyster, Tim Adams, Kim Baggs, Amber Symonds, Math Grade Level Leaders

Participants

All teachers in grade level meetings K-5.

Schedule

Weekly, from 9/2/2014 to 9/30/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 1: Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms.	500
Grand Total	500

Goal 1: Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms.		
Description	Source	Total
B7.S1.A1 - Notes	General Fund	500
Total Goal 1		500