

Kelley Smith Elementary School

141 KELLEY SMITH SCHOOL RD, Palatka, FL 32177

kses.putnamschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	41%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	B	B	A

**Preliminary Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Putnam County School Board on 12/8/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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 Character Counts Program through the use 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 (SHARK). We begin the school year with a School Wide Assembly to support our expectations. The assemblies are conducted in grade level pods such as: (4-5); (2-3); (K-1). The traits of character to earn additional Shark Schillings is through the pillars of Character Counts. They are: trustworthiness, responsibility, caring, respect, fairness, and citizenship. 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 our Terrific Kids Ceremony per quarter, our Palatka City Commissioner Student of the Month Meetings, Academic/Behavioral Goal Parties per each quarter, 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. Beginning the 2015-2016 school year our faculty will also conduct a book study by Dr. Carol Dweck. The book is: Mindset: The New Psychology of Success. Mindset will help our teachers to build even better relationships with our students as well as help support setting high academic expectations to increase student achievement. 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 that is within

our Character Counts Program. 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 each day, 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. We have also included a book study to support our teachers. The book is Mindset: The New Psychology of Success by Dr. Carol Dweck. It is our goal to build better relationships with our students. We want to motivate our children based on growth feedback. We want to help build a family atmosphere in each and every classroom. The bonds that are created within the class will support a safe and respectable school environment.

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. Our entire faculty/staff is trained on the Character Counts Program. These six pillars consists of: trustworthiness, responsibility, caring, respect, fairness, and citizenship. 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 through our Character Counts Program are: Show Cooperation, Have Self-Control, Act Responsibly, Respect Others, Kind Words, and Speak Encouraging Words Each Day (SHARK). 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. What do behaviors look like in the hallway, cafeteria, in the classroom, on the buses, as well as at special areas when we all use the Character Pillars of: trustworthiness, responsibility, caring, respect, fairness, and citizenship.

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. We also send home to every parent our Kelley Smith Elementary School Student/Parent Handbook. In the handbook it discusses the set procedures for the school day, transportation requirements, parent/teacher conferences, as well as our "Bullying" reporting system.

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. 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

Kelley Smith Elementary School monitors the following areas for early warning systems. They are:
 Attendance below 90%
 1 or more suspensions
 Students failing in ELA or math
 Students scoring a level 1 on standardized assessments

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	26	23	20	21	22	20	132
One or more suspensions	8	5	22	11	10	9	65
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	12	2	7	33	13	26	93

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	8	11	18	13	13	1	64

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

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 by 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 worked through the MTSS Process to include our District Truancy Officer in meetings with parents. We also conducted parent/student nights in the neighborhood to support the needs of parents and students toward the academic, behavioral, and attendance needs. Kelley Smith Elementary School is also working closely with a local pastor to create a Mentor Program for at risk students. The program is designed to improve student academic achievement, self-esteem, social competence, and avoidance of problem/high-risk behaviors. 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 our 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 assessments or towards meeting an academic or behavioral goal that was set from teacher/student conferences. 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 nights are 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. Our Character Counts Pillars are: Trustworthiness, Responsibility, Caring, Respect, Fairness, and Citizenship. 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. Our Terrific Kids Ceremonies help to recognize students who portrait the six Character Pillars that are constant within Kelley Smith Elementary School. 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. Our "Student of the Month" is also recognized for their great character which is instilled through our Character Counts Program. 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:

Name	Title
Adams, Tim	Principal
Symonds, Amber	Instructional Coach
David, Cynthia	Guidance Counselor
Hager, Misty	Teacher, K-12
Hickenlooper, Teresa	Teacher, K-12
Keller, Kasey	Teacher, ESE
Taylor, Tracy	Assistant Principal

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. We also have grade level Reading and Math Cadre Leaders who help support the Reading Coach by facilitating grade level PLC's geared toward student data which in turn focuses in on high yield instructional strategies through our Learning Focus Lesson Plan Framework.

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, iReady Reading & Math diagnostic data, 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 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.

Supplemental Academic Instruction (SAI): Students will participate in I-Ready. I-Ready is a computerized reading and math lesson/standards based program. iReady is being used as a support for individualized instruction for all students in both remediation and enrichment. 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: Character Counts is our main Positive Behavior Support System. The Character Counts Program as well as Getting Along Curriculum is used as a supplemental behavior support system at the teacher's discretion. Daily or 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 also supports some of 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 as a re-certification of possibly as a new training 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.

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.

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 I. Part A. Programs are coordinated through the Curriculum/Instruction/Assessment department at the district level and include the Assistant Superintendent and personnel from ESE, MTSS, ESOL, PBS and School Improvement (Federal Programs). This team meets monthly (at a minimum) and establishes and monitors program evaluation for all schools to ensure entitlement programs' resources are available and fully implemented at each school site and that all funds are used effectively and efficiently as possible. School sites have the responsibility of keeping an inventory of resources purchased with Title I. Communication throughout the year is ongoing with the building level administrators regarding progress toward the goals and objectives as stated in the grants.

Coordination of these services is done in the following ways:

- (1) Principal and Assistant Principal meetings are scheduled monthly;
- (2) Progress monitoring assessments are completed during the year, with the results reported to each participating school for review. Revisions in objectives or instructional strategies are addressed and implemented to meet the needs of all students;
- (3) Email dissemination regarding school improvement, technical assistance, and data guidance are made available to school leaders;
- (4) All schools participate in an Instructional Review to identify individual school needs and desired support;
- (5) Support for schools is differentiated based on each school's current academic performance, teacher quality, leadership experience, and supportive environment;
- (6) Collaborative assistance is provided by consultants hired to address specific deficiencies demonstrated by participating schools through assessment analysis;
- (7) Professional development and support is coordinated with school leaders and provided by School Improvement Specialists and the Curriculum/Instruction/Assessment department on topics including lesson planning, instructional practices, resources, and problem solving.

Title I, Part C. 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 Curriculum/Instruction/Assessment department, Federal Programs, and Exceptional Student Education.

Title I, Part D. In addition to the services provided by Title I, Part A, the district maintains collaborative and partner-like relationships with Family Medical and Dental Services and Putnam Health to serve homeless, neglected, and delinquent students by providing health services. The District 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 Solutions Center (Alternative Center).

Title II. Part A. The Title II Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title VI to ensure coordination and alignment of activities and fiscal support. At the district level, content coach positions in ELA, Math, and Science are funded as resource support for schools and teachers. Funds are also utilized to provide professional development for teachers and administrators at the district level. Funds are allocated at each school site to support professional development specific to the needs of the teachers as determined by the needs of their students.

Title III. The Title III Coordinator supports our English Language Learner (ELL) population by

coordinating with schools to provide professional development opportunities for teachers, tutoring assistance for students based on need, after school programs for parents and students, and supplemental materials. In addition, a teaching assistant position is funded at Crescent City High School.

Title VI. Part B. The Title VI Project Director meets with Curriculum/Instruction/Assessment personnel as well as the directors of Title I and Title II to ensure coordination and alignment of activities and fiscal support. Funds are utilized to provide professional development for teachers to improve standards-based instruction. At the secondary level, funds are also utilized to provide credit recovery and tutoring for students to pass Florida EOC exams.

Nutrition Programs. Each student in Putnam County is provided free breakfast and lunch through the Community Eligibility Provision Program (CEP).

Adult Education. Adult education is available at Saint Johns River State College through a collaboration with Workforce.

Housing Programs. The district has a working relationship with the Putnam County Public Housing Authority. The authority supports the district by encouraging parents to participate in parental involvement designed to increase student achievement.

Violence Prevention Programs. The district works collaboratively with the Department of Juvenile Justice to provide support to students in need of behavioral interventions within and/or outside the school day.

Career and Technical Education. The Career and Technical Education (CTE) department works closely with students and business partners to provide each student the opportunity to leave high school as a highly skilled graduate with the skills necessary to thrive in current and future careers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Jillian Griffith	Teacher
Tim Adams	Principal
Crystal Blevins	Parent
Rebecca Brauman	Parent
Alicia Wall	Parent
Sonya Mullis	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 regressed in both reading and math data. The School Advisory Council also was able to review the goals that we are implementing for the 2015-2016 school year. Kelley Smith Elementary School maintained a "B" rating at this time due to the state freeze on school grading.

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 2015-2016 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 in May 2015, 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 2015-2016 School Improvement Plan.

Preparation of the school's annual budget and plan

The 2015-2016 school budget was discussed which included the school's discretionary total as well as the Title I Budget. Both budgets showed 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, Chromebooks.

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. Other possible funds are being used to support our Character Counts Program. This program supports increasing our student achievement in the classroom as well as provides a character basis with a focus on: Trustworthiness, Responsibility, Caring, Respect, Fairness, and Citizenship.

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:

Name	Title
Adams, Tim	Principal
Symonds, Amber	Instructional Coach
Taylor, Tracy	Assistant Principal
Hager, Misty	Teacher, K-12
Keller, Kasey	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, Florida State Standards, Differentiation, Learning Focus Lesson Plan Framework, 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: Summer Program

Minutes added to school year: 1,350

The district provided all teachers with three days of summer professional development and planning using the Learning Focused Framework. Teachers were provided guidance on the components of the framework and then had time to collaborate and plan lessons aligned to the Florida Standards.

Strategy Rationale

In an effort to strengthen core instruction, the district has adopted the research based Learning Focused Framework to guide teachers in planning standards-based instruction.

Strategy Purpose(s)

- 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

School administrators will monitor the implementation of the Learning Focused Framework using walkthroughs, lesson plan review, and teacher observations. This data will be collected in iObservation. School administrators will also engage in analysis of student achievement data with the school-based leadership team and teachers.

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. At the end of the year our 5th grade students visit C.L Overturf 6th Grade Center to support a smooth transition for their new year. Our 5th grade students also have the opportunity to attend Camp Rise, which is a 4 hour orientation in to support routines, procedures, as well as team building activities.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

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

The following documents were submitted as evidence for this section:

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Problem Identification Summary

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

Problem Analysis Summary

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

Based upon our iReady data in both reading and math, we determined that one of our goals needs to be differentiated instruction which focuses in on individual needs. Our 2nd goal is to support our students and implement behavioral procedures and strategies to meet all of our students' social/emotional needs. This goal was determined to be of value due to the number of referrals for the entire school last year.

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.** If we consistently implement and monitor behavioral procedures and strategies to meet all students' social and emotional needs, then behavioral referrals will decrease creating a positive school environment for all stakeholders.

- G2.** 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. If we consistently implement and monitor behavioral procedures and strategies to meet all students' social and emotional needs, then behavioral referrals will decrease creating a positive school environment for all stakeholders. 1a

G072569

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	9.0

Resources Available to Support the Goal 2

- Character counts(lessons, pd)
- Leadership team
- Behavior videos
- Skill streaming
- Time out “partners”
- Colleagues
- Local agencies
- PLC time
- Library books
- MTSS support from District
- Guidance counselor
- Anti-bullying resources
- School improvement
- Developing mentors for students
- Coaches
- ESE teachers
- “Getting along” resources
- Intervention forms
- Community nights
- Home visits
- Bus rides
- Parents
- Volunteers
- Historical data
- Resource officer

Targeted Barriers to Achieving the Goal 3

- Teacher/Staff Mindset

Plan to Monitor Progress Toward G1. 8

Behavior Referral data, Title I Student Survey, Staff survey, Title I Parent survey

Person Responsible

Tim Adams

Schedule

Monthly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Behavior (Quarterly), Staff (Pre and Post), Title I Student and Parent Survey (EOY). Data and survey results

G2. Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms. 1a

G072570

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	65.0
FSA English Language Arts - Achievement	42.0
ELA Achievement District Assessment	55.0
Math Achievement District Assessment	60.0
FCAT 2.0 Science Proficiency	45.0
Math Gains District Assessment	93.0
ELA/Reading Gains District Assessment	94.0

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.
- Lesson Plan Framework

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with analyzing and interpreting assessment data to drive instruction.
- Teachers struggle with providing instructional strategies that support differentiated instruction.

Plan to Monitor Progress Toward G2. 8

Student data, Teacher Observation data, PLC Notes

Person Responsible

Tim Adams

Schedule

Annually, from 8/10/2015 to 6/3/2016

Evidence of Completion

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

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. If we consistently implement and monitor behavioral procedures and strategies to meet all students' social and emotional needs, then behavioral referrals will decrease creating a positive school environment for all stakeholders. **1**

 G072569

G1.B20 Teacher/Staff Mindset **2**

 B189303

G1.B20.S1 Define, implement, and monitor behavioral procedures and strategies at Kelley Smith Elementary School. **4**

 S200661

Strategy Rationale

Support a common language, behavioral strategies, and a clear communication for all teachers to support our students and to support all stakeholders here at Kelley Smith Elementary School towards decreasing the amount of behavioral referrals.

Action Step 1 **5**

Meet to establish a school wide behavior management system (purpose of intervention form, referral vs. non referral, classroom management vs. office intervention, prior steps, procedures, classroom PBS, list of examples, documents, school-wide negotiable)

Person Responsible

Cynthia David

Schedule

On 5/29/2015

Evidence of Completion

PBS Team Notes/agenda discussed to entire faculty/staff.

Action Step 2 5

Gather input from teachers (examples of referral vs. non referral, intervention steps, classroom PBS that works, mock referrals)

Person Responsible

Cynthia David

Schedule

On 6/3/2015

Evidence of Completion

Teacher input

Action Step 3 5

Faculty/Staff meeting to introduce behavior/classroom management procedures and system

Person Responsible

Tim Adams

Schedule

On 8/10/2015

Evidence of Completion

Agenda and Powerpoint

Action Step 4 5

“Character Counts” Training for faculty/staff

Person Responsible

Tim Adams

Schedule

On 8/12/2015

Evidence of Completion

Faculty/Staff Sign-In sheet and evaluation

Action Step 5 5

During common planning, SIP team will facilitate discussion and selection of appropriate lessons and gather feedback on character counts.

Person Responsible

Tim Adams

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Written evidence about discussions, lessons selected, etc

Plan to Monitor Fidelity of Implementation of G1.B20.S1 6

Gather feedback and support as needed

Person Responsible

Cynthia David

Schedule

On 6/3/2015

Evidence of Completion

results of feedback sent to Cindy

Plan to Monitor Fidelity of Implementation of G1.B20.S1 6

Organize and assign tasks

Person Responsible

Cynthia David

Schedule

On 8/10/2015

Evidence of Completion

Agenda and PowerPoint

Plan to Monitor Fidelity of Implementation of G1.B20.S1 6

Admin will support CC trainers

Person Responsible

Tracy Taylor

Schedule

Weekly, from 8/12/2015 to 8/31/2015

Evidence of Completion

Faculty/Staff Sign-In sheet and evaluation

Plan to Monitor Fidelity of Implementation of G1.B20.S1 6

Written evidence about discussions, lessons selected, etc.

Person Responsible

Tim Adams

Schedule

Monthly, from 9/15/2015 to 6/3/2016

Evidence of Completion

Written evidence about discussions, lessons selected, etc. Tim will lay out a schedule for discussions to occur

Plan to Monitor Effectiveness of Implementation of G1.B20.S1 7

lesson plans; walk through data on overall implementation of character counts, PLC discussion evidence

Person Responsible

Tim Adams

Schedule

Weekly, from 8/18/2015 to 6/3/2016

Evidence of Completion

Meeting notes: School Based Team Meetings are weekly. School Improvement Team Meetings are monthly.

G2. Teachers will know and breakdown the Florida Standards to identify individual student needs to support differentiated instruction in all classrooms. 1

G072570

G2.B6 Teachers struggle with analyzing and interpreting assessment data to drive instruction. 2

B189312

G2.B6.S1 Developing and implementing a PLC Framework to interpret the assessment data which would include assessments: FAIR, Florida State Assessment, Performance Matters Assessments, Formative and Summative Classroom Assessments. Our teachers use the PLC Process to address interpreting data which will support our drive for instruction and how our instructional practices may change based upon the needs of our students. 4

S200662

Strategy Rationale

Focus on PLC's to align our instruction based upon student data.

Action Step 1 5

Developing and implementing a new PLC Framework to interpret the data which will result in determining instructional needs to support students in each classroom.

Person Responsible

Amber Symonds

Schedule

Weekly, from 8/20/2015 to 6/3/2016

Evidence of Completion

Sign-in sheets, agendas to PLC's, Quarterly Review Meetings, ongoing Formative/ Summative Classroom Assessments. Data would include FAIR, iReady, as well as assessment grades from the individual classroom teachers.

Action Step 2 5

Ms. Symonds, the CRT for Kelley Smith Elementary School will model the expectations of the Reading and Math PLC for each grade level. Ms. Symonds will support teachers through their Reading and Math Data Planning Sheets. Teachers will be collecting data from iReady as to how the class and individual students are performing in both iReady Reading and iReady Math. Student breakdown by data will take place to provide remediation and enrichment in areas of reading and math.

Person Responsible

Amber Symonds

Schedule

Biweekly, from 8/20/2015 to 6/3/2016

Evidence of Completion

iReady Triple III Data and Planning sheets, PLC Notes, iReady Math Data and Planning Sheets, Lesson plans, Quarterly Review Meetings, Center Charts, Assessment talks during grade level meetings.

Action Step 3 5

Ms. Symonds will monitor PLC's and follow-up to support additional PLC's. Her responsibility will be to support the grade level reading and math contacts per each grade level.

Person Responsible

Amber Symonds

Schedule

Biweekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC Notes, Administrative Walkthroughs from iObservation

Plan to Monitor Fidelity of Implementation of G2.B6.S1 6

The KSES Administration will monitor the fidelity of the PLC's through iObservation Formals, Informals, and Walkthroughs. Ms. Symonds, the CRT will attend all PLC's and provide additional support/resources to move teachers to increase student achievement.

Person Responsible

Tim Adams

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC data information from each teacher, iObservation data monitoring teacher instructional practices within the classroom, Quarterly Review Meetings led by the KSES Administration held with individual teachers.

Plan to Monitor Effectiveness of Implementation of G2.B6.S1 7

The KSES will attend PLC's, monitor the effectiveness of instruction through the PLC Process, checking the Learning Focused Lesson Plan Framework, observe effective instructional practices through the use of iObservation, conduct quarterly review meetings with individual teachers to analyze individual student data.

Person Responsible

Tim Adams

Schedule

Daily, from 8/24/2015 to 6/3/2016


Evidence of Completion

iObservation walkthrough data, PLC notes, Quarterly Review Data Meetings on individual students, iReady Assessment data in both reading and math.

G2.B8 Teachers struggle with providing instructional strategies that support differentiated instruction. **2**

 B189314

G2.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**

 S200667

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 8/10/2015 to 6/3/2016

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

Schedule

Weekly, from 8/10/2015 to 6/3/2016

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B8.S1 6

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

Person Responsible

Tim Adams

Schedule

Weekly, from 8/17/2015 to 5/27/2016

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 G2.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 8/17/2015 to 5/2/2016

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.B20.S1.A1	Meet to establish a school wide behavior management system (purpose of intervention form, referral vs. non referral, classroom management vs. office intervention, prior steps, procedures, classroom PBS, list of examples, documents, school-wide negotiable)	David, Cynthia	5/29/2015	PBS Team Notes/agenda discussed to entire faculty/staff.	5/29/2015 one-time
G2.B6.S1.A1	Developing and implementing a new PLC Framework to interpret the data which will result in determining	Symonds, Amber	8/20/2015	Sign-in sheets, agendas to PLC's, Quarterly Review Meetings, ongoing Formative/Summative Classroom Assessments. Data would include FAIR,	6/3/2016 weekly

Putnam - 0101 - Kelley Smith Elementary School - 2015-16 SIP
Kelley Smith Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional needs to support students in each classroom.			iReady, as well as assessment grades from the individual classroom teachers.	
G2.B8.S1.A1	Provide Specific Professional Development/modeling for Differentiated Instruction strategies for teachers.	Symonds, Amber	8/10/2015	Peer Mentor Observation logs (iObservation), PLC Agenda's, and Lesson Plans	6/3/2016 weekly
G1.B20.S1.A2	Gather input from teachers (examples of referral vs. non referral, intervention steps, classroom PBS that works, mock referrals)	David, Cynthia	6/3/2015	Teacher input	6/3/2015 one-time
G2.B6.S1.A2	Ms. Symonds, the CRT for Kelley Smith Elementary School will model the expectations of the Reading and Math PLC for each grade level. Ms. Symonds will support teachers through their Reading and Math Data Planning Sheets. Teachers will be collecting data from iReady as to how the class and individual students are performing in both iReady Reading and iReady Math. Student breakdown by data will take place to provide remediation and enrichment in areas of reading and math.	Symonds, Amber	8/20/2015	iReady Triple III Data and Planning sheets, PLC Notes, iReady Math Data and Planning Sheets, Lesson plans, Quarterly Review Meetings, Center Charts, Assessment talks during grade level meetings.	6/3/2016 biweekly
G2.B8.S1.A2	Teachers will use data to identify student needs and use appropriate resources for Differentiated Instruction.		8/10/2015	PLC agendas, peer observation logs, Quarterly Review Meetings, and MTSS Progress Monitoring logs	6/3/2016 weekly
G1.B20.S1.A3	Faculty/Staff meeting to introduce behavior/classroom management procedures and system	Adams, Tim	8/10/2015	Agenda and Powerpoint	8/10/2015 one-time
G2.B6.S1.A3	Ms. Symonds will monitor PLC's and follow-up to support additional PLC's. Her responsibility will be to support the grade level reading and math contacts per each grade level.	Symonds, Amber	8/24/2015	PLC Notes, Administrative Walkthroughs from iObservation	6/3/2016 biweekly
G1.B20.S1.A4	"Character Counts" Training for faculty/ staff	Adams, Tim	8/12/2015	Faculty/Staff Sign-In sheet and evaluation	8/12/2015 one-time
G1.B20.S1.A5	During common planning, SIP team will facilitate discussion and selection of appropriate lessons and gather feedback on character counts.	Adams, Tim	9/15/2015	Written evidence about discussions, lessons selected, etc	6/3/2016 monthly
G1.MA1	Behavior Referral data, Title I Student Survey, Staff survey, Title I Parent survey	Adams, Tim	8/18/2015	Behavior (Quarterly), Staff (Pre and Post), Title I Student and Parent Survey (EOY). Data and survey results	6/3/2016 monthly
G1.B20.S1.MA1	lesson plans; walk through data on overall implementation of character counts, PLC discussion evidence	Adams, Tim	8/18/2015	Meeting notes: School Based Team Meetings are weekly. School Improvement Team Meetings are monthly.	6/3/2016 weekly
G1.B20.S1.MA1	Gather feedback and support as needed	David, Cynthia	6/3/2015	results of feedback sent to Cindy	6/3/2015 one-time
G1.B20.S1.MA2	Organize and assign tasks	David, Cynthia	8/10/2015	Agenda and PowerPoint	8/10/2015 one-time
G1.B20.S1.MA3	Admin will support CC trainers	Taylor, Tracy	8/12/2015	Faculty/Staff Sign-In sheet and evaluation	8/31/2015 weekly
G1.B20.S1.MA4	Written evidence about discussions, lessons selected, etc.	Adams, Tim	9/15/2015	Written evidence about discussions, lessons selected, etc. Tim will lay out a schedule for discussions to occur	6/3/2016 monthly
G2.MA1	Student data, Teacher Observation data, PLC Notes	Adams, Tim	8/10/2015	Student State Assessment data; quarterly review meetings of subgroup data based on FAIR, the Florida State Assessment, Classroom Benchmark Assessments, MTSS Progress	6/3/2016 annually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Monitoring logs, Formative/Summative Classroom Assessments and Comprehension Scores; completed student artifacts; parent conferences and feedback, teacher phone calls and questionnaires	
G2.B6.S1.MA1	The KSES will attend PLC's, monitor the effectiveness of instruction through the PLC Process, checking the Learning Focused Lesson Plan Framework, observe effective instructional practices through the use of iObservation, conduct quarterly review meetings with individual teachers to analyze individual student data.	Adams, Tim	8/24/2015	iObservation walkthrough data, PLC notes, Quarterly Review Data Meetings on individual students, iReady Assessment data in both reading and math.	6/3/2016 daily
G2.B6.S1.MA1	The KSES Administration will monitor the fidelity of the PLC's through iObservation Formals, Informals, and Walkthroughs. Ms. Symonds, the CRT will attend all PLC's and provide additional support/resources to move teachers to increase student achievement.	Adams, Tim	8/24/2015	PLC data information from each teacher, iObservation data monitoring teacher instructional practices within the classroom, Quarterly Review Meetings led by the KSES Administration held with individual teachers.	6/3/2016 weekly
G2.B8.S1.MA1	Classrooms observations for strategy use to support Differentiated Instruction through the use of the iObservation tool.	Adams, Tim	8/17/2015	Documented walkthroughs, formals, and informals through iObservation along with the support of peer observations from teacher growth plans.	5/2/2016 weekly
G2.B8.S1.MA1	Review PLC Agendas, attend PLC's, and review lesson plans.	Adams, Tim	8/17/2015	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.	5/27/2016 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.

Technical Assistance Items

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

Budget

Budget Data

1	G1.B20.S1.A1	Meet to establish a school wide behavior management system (purpose of intervention form, referral vs. non referral, classroom management vs. office intervention, prior steps, procedures, classroom PBS, list of examples, documents, school-wide negotiable)	\$0.00			
2	G1.B20.S1.A2	Gather input from teachers (examples of referral vs. non referral, intervention steps, classroom PBS that works, mock referrals)	\$0.00			
3	G1.B20.S1.A3	Faculty/Staff meeting to introduce behavior/classroom management procedures and system	\$0.00			
4	G1.B20.S1.A4	“Character Counts” Training for faculty/staff	\$0.00			
5	G1.B20.S1.A5	During common planning, SIP team will facilitate discussion and selection of appropriate lessons and gather feedback on character counts.	\$0.00			
6	G2.B6.S1.A1	Developing and implementing a new PLC Framework to interpret the data which will result in determining instructional needs to support students in each classroom.	\$0.00			
7	G2.B6.S1.A2	Ms. Symonds, the CRT for Kelley Smith Elementary School will model the expectations of the Reading and Math PLC for each grade level. Ms. Symonds will support teachers through their Reading and Math Data Planning Sheets. Teachers will be collecting data from iReady as to how the class and individual students are performing in both iReady Reading and iReady Math. Student breakdown by data will take place to provide remediation and enrichment in areas of reading and math.	\$12,000.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0101 - Kelley Smith Elementary School	Title II		\$12,000.00
			<i>Notes: Notes: Title II Funds were used over the summer to pay our teachers to work on the Learning Focus Lesson Framework which will support differentiated instruction for all students. The Learning Focus Lesson Plan Framework will also assist in supporting our data chats based upon formative/summative assessments to help drive the teacher instruction.</i>			
8	G2.B6.S1.A3	Ms. Symonds will monitor PLC's and follow-up to support additional PLC's. Her responsibility will be to support the grade level reading and math contacts per each grade level.	\$0.00			
9	G2.B8.S1.A1	Provide Specific Professional Development/modeling for Differentiated Instruction strategies for teachers.	\$0.00			
10	G2.B8.S1.A2	Teachers will use data to identify student needs and use appropriate resources for Differentiated Instruction.	\$0.00			
Total:						\$12,000.00