



School Improvement Plan 2021 - 2022



**Lee County
Kinchafoonee Primary School**

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Lee County
School Name	Kinchafoonee Primary School
Team Lead	Pam Willis

Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	
<input checked="" type="checkbox"/>	Traditional funding (all Federal funds budgeted separately)
<input type="checkbox"/>	Consolidated funds (state/local and federal funds consolidated) - Cohort systems ONLY
<input type="checkbox"/>	'FUND 400' - Consolidation of Federal funds only

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Literacy and Math
Root Cause # 1	Inconsistent implementation of common instructional practices in all classrooms
Root Cause # 2	Lack of clear expectations for teachers on ELA assessments for comprehension, writing, and spelling.
Root Cause # 3	MTSS processes, procedures, interventions, and progress monitoring are not consistently carried out across the school.
Root Cause # 4	Parents are unclear on grade level expectations and standards.
Root Cause # 5	Professional Development is not aligned with student learning goals and expectations (workshop model, etc.)
Goal	Increase the percentage of students scoring in the Advanced and Low Risk categories on the Fastbridge Universal Screener (Reading and Math) by 3% comparing the fall scores with the spring scores.

Action Step # 1

Action Step	Identify students scoring in the some risk and high risk categories on the Fall Fastbridge Universal Screener, CBM and GKIDS Readiness Check. The data team will analyze the data and together with the MTSS team, identify interventions and progress monitoring in both reading and math.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership
Method for Monitoring Implementation and Effectiveness	Fastbridge Universal Screener CBM GKIDS Monthly Monitoring Docs
Position/Role Responsible	Data Teams MTSS Teams PLC Groups
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Implement the Benchmark Workshop resources for ELA (Readers and Writers Workshop) through professional development with the Benchmark Workshop consultant throughout the 21-22 school year with an emphasis on administrative walkthroughs and professional feedback.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Classroom Observations using the literacy block observation tool Lesson Plans Assessment Data
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Communicate all assessment data (common grade level assessments, Fastbridge Universal Screener data and progress monitoring data) with parents in a timely manner so that parents understand progress toward mastery of the GSE.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Weekly / Monthly Communication of Assessment Data Communicate progress monitoring data for students receiving interventions.
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Train and assign an additional paraprofessional to assist with MTSS interventions as needed. A certified staff member/teacher will complete required progress monitoring on students in reading and math.
Funding Sources	N/A
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	MTSS meetings and minutes

Action Step # 4

Position/Role Responsible	MTSS Coordinator EIP Teachers Assigned Paraprofessional
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Create and implement an improved process for PLC expectations among teachers to review curriculum, discuss data, and implement interventions for our MTSS students. The leadership team will meet in August/September to establish monthly expectations for PLC groups.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Staff Agendas and Sign in Sheet PLC Agendas and Sign in Sheets MTSS Agendas and Sign in Sheets
Position/Role Responsible	Administrators Team Leaders
Timeline for Implementation	Weekly

Action Step # 5

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Expand the interventionist position to include both reading and math to provide consistency of practice within our MTSS program for MTSS tier 2 and tier 3 reading students. The grade level and focus of the interventions will be determined by universal screener scores, report card grades, and teacher recommendations aligned to our MTSS expectations.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	aReading Scores MTSS meetings agendas PLC agendas TKES evaluations
Position/Role Responsible	Administrators MTSS Team
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Teachers will be offered \$100 stipends to host and facilitate family reading nights for our Title 1 program to build parent capacity.
Funding Sources	Title I, Part A
Subgroups	N/A
Systems	Family and Community Engagement
Method for Monitoring Implementation and Effectiveness	Agendas Presentations materials Exit Surveys for parents
Position/Role Responsible	Assistant Principal Teachers
Timeline for Implementation	Others : Each Semester

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Writing
Root Cause # 1	Instruction doesn't adequately address the student performance expectation in the GSE.
Root Cause # 2	Instruction lacks evidence of clear learning targets and success criteria aligned to the GSE.
Root Cause # 3	Students are not provided timely, systematic, data driven interventions to support learning.
Root Cause # 4	A clear method for assessing and providing feedback for our students writing is not in place.
Goal	The number of students at KPS that score at mastery (3) or advanced (4) on the writing assessment rubric used for common district grade level assessments will increase by 5%.

Action Step # 1

Action Step	Benchmark workshop consultant will work with administrators to provide effective feedback to teachers and drive PLC group professional development in the area of writing.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Curriculum Maps Parent Newsletters Parent Orientation
Position/Role Responsible	Administrators
Timeline for Implementation	Quarterly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Work with our sister school to set clear learning targets and success criteria to create/revise a rubric for grading and common language for teachers and students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Grade level writing assessments Formative Assessments School Benchmark Assessments
Position/Role Responsible	Administrators ELA Chairs/Representatives
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide effective feedback for all students through conferencing and small group writing instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	PLC Group agendas (monitor student work samples) Administrator Walkthrough Data
Position/Role Responsible	Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Student engagement will be fostered through the implementation of various writing tools and materials across different genres.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Assessment Data Writing Samples

Action Step # 4

Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	The Writing Strategies Book by Jennifer Seravallo will be utilized as an instructional planning tool to guide PLC groups in the area of writing. Use this resource to work with Debbie Craven on writing training.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Professional Capacity
Method for Monitoring Implementation and Effectiveness	Writing Samples Lesson Plans
Position/Role Responsible	Teachers Administrators
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Significant number of students with weaknesses in the area of behavior
Root Cause # 1	Parents of students lack knowledge of acceptable and appropriate behaviors in a school setting.
Root Cause # 2	School staff and parents are inconsistent with interventions, expectations and progress monitoring.
Root Cause # 3	Students lack knowledge of acceptable and appropriate behaviors in a school setting.
Goal	Reduce the number of ODRs by 3% based upon FY20 end of year data with a focus on ECD students.

Action Step # 1

Action Step	Teach and promote 2021-2022 PBIS updated expectations and 7 Mindsets with fidelity.
Funding Sources	Title IV, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Monitor and discuss discipline data in monthly PBIS meetings and MTSS meetings. Focus Walks and classroom observations 7 Mindsets lesson plans
Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Providing remediation through small group counseling for students with inappropriate behavior with specific focus on ECD males.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Behavior Data for ECD males Behavior Referrals for ECD males
Position/Role Responsible	Counselor, Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Provide all students with targeted instruction on acceptable behavior and appropriate problem solving strategies.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Lesson Plans Curriculum Maps Classroom Observations

Action Step # 3

Position/Role Responsible	Administration
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	Implement and update check-in, check-out procedures for our PBIS/MTSS Tier 2 and Tier 3 students.
Funding Sources	N/A
Subgroups	Economically Disadvantaged
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Student List Check In Check Out forms for students
Position/Role Responsible	Counselor, Administration, Staff Mentors
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Provide whole staff training on PBIS expectations and expectations for promoting appropriate behavior and addressing inappropriate behavior.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation and Effectiveness	Behavior Referrals Staff meeting minutes
Position/Role Responsible	Administrators PBIS Coach
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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