



School Improvement Plan 2023 - 2024



**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)	Traditional funding (all Federal funds budgeted separately)

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	Consistent implementation of best instructional practices for ELA and math
Root Cause # 2	Inconsistent implementation of common instructional practices in all classrooms
Root Cause # 3	Lack of clear expectations for teachers on ELA assessments for comprehension, writing, and spelling.
Root Cause # 4	MTSS processes, procedures, interventions, and progress monitoring are not consistently carried out across the school.
Root Cause # 5	Professional Development is not aligned with student learning goals and expectations (workshop model, ETPs, SMPS, etc.)
Goal	Students will show a 3% positive growth from fall to spring on the Fastbridge Universal Screener scores in the areas of reading and math.

Action Step # 1

Action Step	Implement high impact instructional strategies in small group and independent ELA word work activities.
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	TKES Lesson Plans
Method for Monitoring Effectiveness	Report card data FastBridge Data
Position/Role Responsible	Administration Leadership Team
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	Send home reports of common grade level assessments (weekly), Fastbridge Universal Screener data (quarterly) and progress monitoring data (biweekly) in order to inform parents of their child's progress toward mastery of the GSE. The school will provide families with written or virtual resources on how to help their children at home quarterly.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Weekly / Monthly Communication of Assessment Data Communicate progress monitoring data for students receiving interventions. Promotion Rubric and Report Card Signatures Parent Conference Notes
Method for Monitoring Effectiveness	Retention data Report card data
Position/Role Responsible	Administrators
Timeline for Implementation	Monthly

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

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	Implement effective mathematical teaching practices in small groups through the state released learning plans.
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	TKES Lesson Plans
Method for Monitoring Effectiveness	Report card data FastBridge Data
Position/Role Responsible	Administration Instructional Coaches Leadership Team
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 # 4

Action Step	Train KPS paras on the implementation of the Wiley Blevins Benchmark Phonics Intervention in 1st and 2nd grade. Implement the phonics intervention with selected 1st and 2nd grade students. Students will be chosen based on classroom progress monitoring and FastBridge screener data.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Training Agenda/Sign In Group Rosters and Schedule
Method for Monitoring Effectiveness	Report Card Data FastBridge Data
Position/Role Responsible	Administration Selected Paras
Timeline for Implementation	Monthly

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	PBIS and Climate
Root Cause # 1	A formal system is not in place for teachers to request support when needed.
Root Cause # 2	An adequate amount of time is not attributed to the intentional teaching of character education and behavioral expectations.
Root Cause # 3	Clear and consistent behavior expectations and rewards are not communicated with students.
Root Cause # 4	Clear and consistent consequences are not formally implemented across the school PBIS program (continuum of consequences, etc.)
Goal	Revise and implement KPS Tier I and Tier 2 behavior practices throughout the school in order to increase prosocial behavior as measured by PBIS assessment tools (TFI and SAS) and other school maintained behavior data (i.e. ODRs, MTSS behavior data, SAEBRS/mySAEBRS).

Action Step # 1

Action Step	With input from the school staff, we will develop definition of problem behaviors, a clear continuum of consequences, and a formal flow chart to include office managed vs. classroom managed behaviors.
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	Agenda/Sign In Sheet Documents for Problem Behaviors, Continuum of Consequences, and Flow Chart
Method for Monitoring Effectiveness	Decreased minor/major behavior referrals
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	Professional learning on PBIS approaches to include proactive classroom management techniques.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Professional development calendar Meeting minutes Walkthrough data
Method for Monitoring Effectiveness	Decreased minor / major behavior referrals, analysis of walkthrough data
Position/Role Responsible	Administrators Counselor
Timeline for Implementation	Monthly

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	School and Family Engagement
Root Cause # 1	Adaquate time is not built into the school calendar for intentional family engagement events.
Root Cause # 2	Clear expectations for communication between home and school are not established.
Root Cause # 3	Clear focus and intention for family engagement events has not been established by the schools, the family, and the community.
Root Cause # 4	Parents of students lack knowledge of acceptable and appropriate behaviors in a school setting.
Goal	We will increase our opportunities for family involvement from the 22-23 school year to the 23-24 school year by one additional in person event and 4 online outreach opportunities.

Action Step # 1

Action Step	Recruit parents / guardians to serve on the school leadership team, school PBIS team, school council, and school PTO.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Family and Community Engagement
Method for Monitoring Implementation	Team member documentation Meeting minutes
Method for Monitoring Effectiveness	Impact for student acheivement not measurable for this step.
Position/Role Responsible	Administration
Timeline for Implementation	Yearly

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 families to establish a calendar of events to include social outreach to our families and curriculum requirements for the school (as determined by Title 1 and our family engagement plan).
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless Race / Ethnicity / Minority Student with Disabilities N/A
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Calendar Family Engagement Plan Sign-in Sheets
Method for Monitoring Effectiveness	Impact for student achievement not measurable for this step.
Position/Role Responsible	Administration PBIS Team Family Engagement Team
Timeline for Implementation	Others : Semi-annually

Action Step # 2

<p>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)?</p>	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>Surveys were given to parents and staff. Staff completed a survey for the Comprehensive Needs Assessment items, and parents completed a survey to determine academic and behavioral needs. Opportunities were given for additional comments/questions/concerns. The school council, leadership team, and PLC groups also completed a data review and part of the CNA process to determine strengths, weaknesses, and primary areas for improvement. A parent meeting was held for parents on April 21 for parents to provide feedback on the school improvement plan and the family engagement plan. The leadership team met after receiving all the feedback to finalize and discuss improvement goals for the 22-23 school year.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>The school will rank teachers to ensure that students are not placed with inexperienced teachers for two years in a row. Equitable scheduling of classes by race, gender, socioeconomic status, etc. will be implemented at the school level and monitored at the system level.</p>
<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>The school hired a Reading Interventionist for the 20-21 school year to assist in the implementation of the school's MTSS program for Reading. This position was expanded to include both reading and math for the 21-22 school year. The school will continue to have the position serve both reading and math students for the 23-24 school year. The interventionist will participate in the identification, assessment, interventions, and progress monitoring for students in the MTSS program. The students will be identified through the universal screener, report card grade, and teacher perception. The interventionist (in team with the homeroom and EIP teacher) will design appropriate interventions to address the needed skills of the student.</p>
<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale</p>	<p>NA</p>

(point system) that uses the objective criteria to rank all students.	
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3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Vertical Alignment meetings within the school and including Lee County pre-K and Twin Oaks Elementary School. We will host a transitional field trip for the Lee County pre-K students and other local pre-K programs to view the school and develop familiarity with the school building and staff.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>NA-primary school</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Our second school improvement goal addresses the issue of discipline practices removing students from the classroom. We will work with our staff to have a clearly defined continuum of consequences.. School wide discipline plan in which major and minor disciplinary offenses are identified. Teachers follow a series of steps to address minor offenses prior to issuing an office discipline referral including contacting parents. Implementation of behavior plans focusing on positive behavior and establishing attainable goals. Specifically teaching expected and appropriate behaviors in a school setting.</p>

ADDITIONAL RESPONSES

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<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>The school wide plan will be evaluated monthly at school level Leadership Team meetings and quarterly at school council meetings. Monthly monitoring documents will be completed related to progression toward the school improvement goals. Revisions to goals and action steps will be made after extensive feedback and analysis from the various teams. Semi-annual impact checks will be held between the district level leadership and school level leadership teams to determine effectiveness.</p> <p>The plan will be shared with parents on the school website and at the annual Title 1 meeting held in the Fall 2023. This meeting will address the school improvement plan, family engagement plan, school-parent compact, and Title 1 program.</p>
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