



School Improvement Plan 2026 - 2027



Lee County
Kinchfoonee 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 (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☐	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	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	Student achievement data indicates a need to increase the number of students reading on grade level.
Root Cause # 1	Inconsistent implementation of evidence based literacy instructional practices
Root Cause # 2	Need for more targeted intervention based on student data.
Goal	By Spring 2027, with support from administration and instructional coaches, KPS will increase student proficiency in reading by 3%, as measured by the fall and spring administrations of the universal screeners.

Action Step # 1

Action Step	Implement standards based unit plans and assessments with fidelity.
Funding Sources	Title I, Part A Title II, Part 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	Usage of Amira Learning System Lesson Plans Observation data from district wide observation tool
Method for Monitoring Effectiveness	Amira Universal Screener Observation Data Report card data
Position/Role Responsible	Administration Academic Coaches
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	Conduct weekly walkthroughs and provide feedback based on PLC data analysis, planning, and discussions on effective instructional practices.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Race / Ethnicity / Minority Student with Disabilities
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Usage of Amira Report Card Data Observation Data
Method for Monitoring Effectiveness	Amira Universal Screener Data Retention data Report card 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 # 3

Action Step	Identify and implement targeted interventions and enrichment opportunities based on student needs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Weekly checkins with coaches Walkthroughs
Method for Monitoring Effectiveness	Amira scores Walkthrough data
Position/Role Responsible	Administration, literacy coach
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	Admin will lead weekly PLC meeting focusing on analyzing student data to inform instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority

Action Step # 4

Subgroups	Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity
Method for Monitoring Implementation	Weekly checkins with coaches Walkthroughs
Method for Monitoring Effectiveness	Amira scores Walkthrough data
Position/Role Responsible	Administration, literacy coach
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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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Student data indicates a need to increase proficiency in grade level mathematical skills.
Root Cause # 1	Inconsistent mastery of math facts
Root Cause # 2	Gaps in foundational number sense and numerical reasoning.
Goal	By Spring 2027, with support from administration and instructional coaches, KPS will increase student proficiency in math by 3%, as measured by the fall and spring administrations of the universal screeners.

Action Step # 1

Action Step	Administration will continue to lead Math PLCs to collaboratively analyze math data used to plan instruction.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Reports Walkthroughs PLCs
Method for Monitoring Effectiveness	Fastbridge Universal Screener Xtra Math Data Report Card Data
Position/Role Responsible	Administration, Math Coach
Timeline for Implementation	Others : Preplanning

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	Administration will give quality feedback to teachers during walkthroughs specifically related PLCs topics.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	PLC meeting agendas and minutes
Method for Monitoring Effectiveness	Walkthroughs, common assessment data
Position/Role Responsible	Administration, Math Coach
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	During math block, focus on developing number sense through counting, manipulatives and patterns.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, PLC minutes, observations
Method for Monitoring Effectiveness	Universal Screener data, common assessment data
Position/Role Responsible	Administration, Math Coach
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	During math block, focus on math fact fluency (automaticity).
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 4

Systems	Coherent Instruction Supportive Learning Environment
Method for Monitoring Implementation	Walkthroughs, PLC minutes, observations
Method for Monitoring Effectiveness	Universal Screener data, common assessment data
Position/Role Responsible	Administration, Math Coach
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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3. REQUIRED QUESTIONS

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

Required Questions

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).	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 survey was shared 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 25-26 school year.
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.	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.
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).	The school will utilize the interventionist position to serve students in the EIP program. The interventionist will participate in the identification, assessment, interventions, and progress monitoring for students receiving EIP supports and MTSS interventions. 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.
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	NA

rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

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.	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.
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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; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	NA - Primary School
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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.	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.
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ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	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. The plan will be shared with parents on the school website and at the
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ADDITIONAL RESPONSES

	annual Title 1 meeting held in the Fall 2026. This meeting will address the school improvement plan, family engagement plan, school-parent compact, and Title 1 program.
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