

# Henry F. Kite Elementary School



2014-15 School Improvement Plan

## Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

<http://www.duvalschools.org/henrykite>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

68%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

94%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

C

C

D

C

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>19</b>
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	25
<b>Appendix 1: Implementation Timeline</b>	<b>42</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>45</b>
Professional Development Opportunities	46
Technical Assistance Items	51
<b>Appendix 3: Budget to Support Goals</b>	<b>52</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The mission of Henry F. Kite Elementary is to prepare our students with higher-order thinking skills, responsible decision-making and problem-solving skills necessary to perform on or above grade level. Our school seeks to foster a respect for diversity and support the development of character traits necessary to succeed in elementary school and beyond.

##### Provide the school's vision statement

The vision of Henry F. Kite Elementary is that our school community helps to develop "global leaders and learners".

#### School Environment

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

The school learns about student cultures and builds relationships through a variety of activities and events. Our relationship-building begins during our annual student orientation occurring the week prior to school starting and our annual Open House event during the first weeks of school. We also learn about our students and build relationships through daily student/teacher collaboration and conversations. Many teachers host weekly or daily "Lunch Bunch" gatherings with student groups in an effort to strengthen relationships.

Throughout the year we have several family events that enable the school to learn about our students and build relationships. These events include Literacy Night, Muffins for Mom and Doughnuts for Dad. Several teachers are involved as sponsors for a variety of activities that strengthen relationships.

These sponsored-activities include Safety Patrols, Teacher Helpers, Student Chorus, Boys Unlimited and Girls on the Run.

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

The school-wide discipline plan for Henry F. Kite is developed to engage parents, caregivers, and community stakeholders. The plan is created once a year and implemented year-round to enforce the importance of safety to our staff/faculty, students, stakeholders, and the community. The school utilized the Foundations Committee to collaborate with the faculty and staff. The Foundations team reviews CHAMPS procedures, develops policies, and monitors and suggest changes to ensure that we are providing a learning environment that is conducive to learning and teaching.

The goal is to provide the best possible learning environment for all students. For this reason, we seek to modify the behavior of those who disrupt the educational process. In the event, a student's behavior is not meeting our school wide expectations, the following process will be used:

- Birthday celebrations
- Mentors (Music, Art, & Boys Unlimited)
- Referral to School Counselor
- Verbal Parent contact (phone)
- Written notification (Behavior Incident Reports/Referrals)
- Parent Conference
- Referral to the Response to Intervention Committee (Rti)
- Anti-bullying



**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 school-wide behavioral system includes clear expectations for learning and behavior established in each classroom as well as common areas of the school (hallways, cafeteria, etc.). Teachers utilize the CHAMPs system to establish and maintain clear behavioral expectations and this allows for continuity across grade levels as well. At the beginning of the school year, the principal holds assemblies with students to share/clarify behavioral expectations and, if needed, holds assemblies after winter break to remind the students of the continued expectations. The plan also consists of Rituals and Routines and other positive recognition opportunities. Also, every classroom has implemented the color-coded behavior chart to assist in monitoring student behavior.

**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**

Our school has a full-time guidance counselor to help ensure our students' social-emotional needs are met. Our guidance counselor provides whole-group guidance lessons, small-group guidance counseling based on common needs and individual counseling as needed. The A.L.E.R.T. system is also utilized to assist with behavioral concerns, crisis situations, child abuse/neglect, and any incidents with bullying. Our resource teachers have implemented a mentoring program via small groups with an art/music/P.E. focus.

Our teachers also embed character education and the Second Step program in grades K-5.

### 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**

The school's early warning system will provide tracking for the following:

1. Student absences below 90 percent, regardless if absence is excused or a result of out-of-school suspension
2. All Level 1 reading students will receive additional assistance from the Reading Coach and Reading Interventionist.
3. All Level 1 math students will receive additional support from the Assistant Principal.

**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	0	0	0	0	0	0	
One or more suspensions	4	8	8	5	7	14	46
Course failure in ELA or Math	3	2	2	2	2	0	11
Level 1 on statewide assessment	0	0	0	0	10	9	19

***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	3	1	1	1	2	3	11

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

The intervention strategies utilized by the school will include:

1. Mentoring programs established at the school (Music, Art, Boys Unlimited, and Cathedral Arts)
2. AIT with the Guidance Counselor
3. Tier I and II Interventions

**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?**

No

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

Henry F. Kite will host several parent nights to provide parents with resources and strategies to help their children succeed academically. Surveys will be conducted to determine the effectiveness of the opportunities the school provides and modifications will be made to improve the Title 1 Parent Involvement Plan. The Parent Involvement Plan will be available in the front office upon request. Our plan includes meetings scheduled during the morning, mid-day and evening in order to accommodate our families' schedules. Child care services will also be made available during meetings by utilizing school-based volunteers. The Annual Title 1 meeting, evening sessions for math, literacy, science and ESE will be held from 6:00 - 7:00 p.m. throughout the year. For each content area, a morning or mid-day meeting will also be scheduled to accommodate our parents. Parent conference sessions to review and sign the Parent Compact, will take place within the first nine weeks of school. These meetings are scheduled before school, during teacher resource time and after school. Title 1 funding will pay for resources to be checked out, supplies for parent workshops, and food for parents who attend.

**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**

Refer to the school's Parental Involvement Plan

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

## Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Davis, Carolyn	Principal
Delgado, Girelly	Guidance Counselor
Newhouse, Jill	Instructional Coach
Mayfield, Tonya	Other
Renelus, Robin	Assistant Principal
Carter, Paula	Teacher, ESE

## Duties

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

- Carolyn Davis, Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; facilitate professional development opportunities for teachers and staff; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; facilitate and implement school improvement plan; and communicates with parents regarding school-based RtI plans and activities.
- Robin Renelus, Assistant Principal: Supports the common vision for data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; reviews school achievement data and develops instructional goals; facilitates and implements professional development; and encourages and support involvement from parents and the community.
- Girelly Delgado, Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students; links community agencies to schools and families to support the child's academic, emotional, behavioral, and social success; provides consultation services to general and special education teachers, parents, and administrators; provides group and individual student interventions; and conducts direct observations of student behavior.
- Jill Newhouse, Reading Coach: Provides language arts professional development in grades K-5; utilizes student data to determine professional development needs; establishes coaching cycles for individual teachers to model and support the use of highly effective literacy strategies to increase reading proficiency and serves as a member of our shared decision making committee representing the resource/reading support team.
- Grade Level Chairs: Ashley Morgan, Megan DiMarco, Shirann Jordan-Myers, Tarsha Watson, Catherine Thompson and Janice Miller; Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/interventions; collaborate with other staff to implement Tier 2 and/or Tier 3 interventions; and integrate Tier 1 materials/instruction with Tier 2/3 activities.
- Paula Carter, Special Education Teacher: Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Beverly McGuire, District Behavioralist: Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development on principles of Foundations to faculty and staff; and collaborates with staff to

implement behavioral interventions.

- Kathy Smith, District School Psychologist: Participates in collection, interpretation, analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention, planning and program evaluation; facilitates data-based decision making.
- Barbara Lawrence, District ESE Liaison: acts as liaison for implementation of RtI at the school level; receives ongoing RtI training and delivers information to school; provides direct intervention services to an identified group of students and tracks student progress; guides school in using data to make decisions about interventions and strategies that support RtI.

***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***

The MTSS team meets monthly to review behavioral data, student achievement data, diagnostic data and progress monitoring data to identify students not meeting academic, attendance, and/or behavioral expectations. After determining the effectiveness of the Tier 1 Instruction in place, the team will meet with teachers and if needed, enhance the Tier 1 instruction or begin the problem solving process to establish Tier 2 and/or Tier 3 interventions for students identified by need. The team will then review the implementation of interventions at weekly common planning grade level meetings and will determine if the interventions should be continued, increased or discontinued. The process is ongoing and fluid. Students are added and released from interventions as needed.

Title I funds are used in a variety of ways. The majority of the funds are used to purchase teachers and field trips to provide students with educational experiences. We are a Breakfast in the Classroom (BIC) school. All of our students, regardless of economic status, receive a breakfast each morning in their classroom. Having this nutritional program allows our students to be more focused/engaged because they have received nourishment which assists them in being ready to learn. Additionally, our school was certified last year to allow all students (regardless of socioeconomic status) to receive free lunch daily.

The individuals responsible for the available resources:

1. Reading Coach
2. Reading Interventionist
3. Principal
4. Assistant Principal
5. Teachers

### **School Advisory Council (SAC)**

#### **Membership**

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

Name	Stakeholder Group
Carolyn Davis	Principal
Valerie Stevenson	Parent
Sharon Seagroves	Business/Community
Wendy Curington	Education Support Employee
Robin Brown	Parent
James Hampton	Parent
Nicole Finkel	Teacher

### 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 will meet on eight scheduled dates with additional dates scheduled if needed. Agendas for the meetings include the monitoring of school data and other pertinent initiatives addressing school concerns related to our School Improvement Plan. A meeting was held to discuss and determine if the SIP goals for 2013-14 were achieved and to identify the strategies to assist with meeting the goals for 2014-15.

#### *Development of this school improvement plan*

The purpose of the School Advisory Council is to enhance school site decision making, to serve in an advisory capacity to the principal regarding school improvement, to assist in the preparation and evaluation of the school improvement plan, and to provide input on the budget and use of school improvement funds.

At the initial meeting, the discussion included analyzing and understanding the data and concerns about the 2013-14 FCAT 2.0.

#### *Preparation of the school's annual budget and plan*

The School Advisory Council will meet and discuss the annual budget for the school and the plan for allocation of funds.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

The School Improvement Funds in which we will receive will be roughly around \$2500. These funds will be allocated for student incentives and awards. All incentives and rewards will have an academic focus.

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

Yes

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

### Literacy Leadership Team (LLT)

#### Membership

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

Name	Title
Davis, Carolyn	Principal
Newhouse, Jill	Instructional Coach
Mayfield, Tonya	Other
Smith, Alice	Teacher, K-12
Renelus, Robin	Assistant Principal
Cary, Diane	Teacher, K-12
Brandon, Vanessa	Teacher, K-12
Wilkinson, Tiffinie	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The major initiative of the Literacy Leadership Team is to collaborate to deepen our common understanding of the Language Arts Florida Standards for ELA, helping to ensure that K-5 literacy instruction is aligned to support students in reaching these standard. The LLT analyzes data to drive instruction and meet the needs of struggling students. The team supports implementation of the best instructional practices to promote students' literacy growth. The LLT facilitates VLCs and PLCs to provide additional opportunities for teachers to refine their understanding of literacy initiatives. The LLT collaborates to develop school-wide reading incentive programs to support wide reading, reading stamina and reading motivation.

## 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**

Our school utilizes several strategies to encourage positive working relationships between teachers. Our master schedule has been designed to include common planning for grade level teams as well as common planning for vertical teams. We include regularly scheduled professional development opportunities with the school-based coach, enabling our teachers to engage in lesson study in collaborative groups.

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

Our strategies to recruit, develop and retain highly qualified, effective teachers include the following:

1. Provide a mentoring program for new teachers (partnering new teachers with high performing teachers)
2. Providing college internships for pre-interns and interns with high-performing teachers
3. Utilizing the Instructional reading coach and reading interventionist to model instructional strategies to support the development of effective teachers
4. Providing on-site weekly professional development opportunities
5. Participation in MINT (Mentoring and Induction for Novice Teachers)
6. Schedule weekly meetings for new teachers and their mentors to discuss questions and concerns

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**



Our school's mentoring program includes the following partnerships and mentoring activities:  
Ashley Suber, Kindergarten Teacher- mentored by Jill Newhouse- Ms. Newhouse currently serves as our reading coach and is a veteran teacher with many years of experience working with first graders and emergent readers. Mentoring activities include:

- Monthly MINT meetings
- Support by Reading Coach
- Observations of experienced teachers

Anthony Aiuppy, Art Teacher - mentored by Janice Miller - Ms. Miller is an experienced teacher and has a history of high-achievement with her students. She is able to support our resource teachers with school policies and procedures as well as best instructional practices. Mentoring activities include:

- Monthly MINT meetings
- Observations of subject area resource teachers in other schools

Antoine Atwater, P.E. Coach - mentored by Janice Miller - Ms. Miller is an experienced teacher and has a history of high-achievement with her students. She is able to support our resource teachers with school policies and procedures as well as best instructional practices. Mentoring activities include:

- Monthly MINT meetings
- Observations of subject area resource teachers in other schools

Megan DiMarco, 1st Grade Teacher - mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a DCPS Teacher of the Year finalist. Mentoring activities include:

- Monthly MINT meetings
- Support by Reading Coach
- Observations of experienced teachers

Shirann Jordan-Myers, 2nd Grade Teacher- mentored by Alice Smith - Mrs. Smith is a veteran teacher with 9 years of 1st grade teaching experience and 6 years of Reading Recovery experience working with 1st graders. She has an extensive history of working with emergent readers and was also a DCPS Teacher of the Year finalist. Mentoring activities include:

- Monthly MINT meetings
- Support by Reading Coach
- Observations of experienced teachers

## **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***

To ensure our core instructional programs and materials are aligned with the Florida standards, teachers are utilizing the Florida Standards, Test Item Specifications and district "Curriculum Lesson Guides" to support lesson planning. At the beginning of the school year, teachers received professional development on the process of unwrapping standards so this practice could be embedded during common planning time. The reading coach also supports the collaborative planning to ensure alignment of resources with the standards. In our intermediate grades FLDOE writing rubrics are being utilized to support the planning and delivery of rigorous writing instruction . Finally, we regularly analyze student work to monitor alignment with Florida's standards.

#### **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***

Our school uses data to provide differentiated instruction to meet students' needs in multiple ways. Teachers received professional development in the utilization of Performance Matters (a data management system) to analyze data and create flexible groups for instruction based on identified needs. Classroom teachers receive additional instructional support from the reading coach and reading interventionist when student data indicates a need for additional support. Our resource team also pushes in to offer extra support for identified students in grades K-3 to support learning needs. Teachers and the leadership team engage in regular data chats to discuss individual student pathways to ensure success. Students also engage in frequent data chats with their teachers and peers utilizing a student data notebook where students set academic goals and track their progress.

***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:** After School Program

**Minutes added to school year:** 41,400

Henry F. Kite's Extended Day Program provides students with academic enhancement, tutoring and remediation activities that reflect the standards-based reading and mathematics efforts of the district. The programs also provide a variety of other before- and after-school enrichment activities for students that may include computers, arts and crafts, recreational activities and other special events.

#### ***Strategy Rationale***

We have several working parents who rely on our Extended Day Program before and after school. For the students enrolled in this program, this provides an additional daily opportunity to reinforce/enrich academic areas.

#### ***Strategy Purpose(s)***

- Enrichment

#### ***Person(s) responsible for monitoring implementation of the strategy***

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

The Extended Day Directors are responsible for collecting, analyzing, and reporting the effectiveness for students each day. The Extended Day staff develops lessons, activities and progress monitoring assessments to determine the effectiveness of the program.



**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Henry F. Kite is one of many schools in Duval County this year to have an extended school day, allowing for an additional 60 minutes/day of reading instruction to promote school-wide reading gains.

**Strategy Rationale**

The additional hour allows teachers to have additional instructional time to meet the literacy needs of our students. Teachers utilize data to group students for instruction during this extra hour and utilize a variety of instructional support materials, strategies and technology programs to help promote literacy growth.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Davis, Carolyn, davisca@duvalschools.org

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

A variety of data, including I-Ready, DAR, DRA, quarterly CGAs and Florida Standards Assessment data will be analyzed to determine the effectiveness of this extended learning opportunity. The data will be analyzed by the school leadership team as well as by the district to determine the effectiveness of the extended school day.

**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**

Within the first 30 days of enrollment, Kindergarten students are assessed on the Florida Kindergarten Readiness Screening (FLKRS) to determine Kindergarten readiness. This assessment which is comprised of two sub-tests, measures the whole child. The Work Sampling System (WSS) portion of FLKRS is an observational tool consisting of 45 performance indicators. The WSS aligns with the Florida Early Learning and Developmental Standards for Four-Year-Olds. The FAIR portion of FLKRS includes three sections: Alphabets, Oral Language and Comprehension. The data gathered through the administration of FLKRS is used to group students for differentiated instruction and to obtain strategies for immediate intensive intervention. An uninterrupted literacy block is implemented in Kindergarten classrooms to provide instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. At the end of the first grading period students are reassessed to determine their reading progress. Kindergarten students also complete a baseline mathematics assessment during the first weeks of school. This assessment assists teachers with identifying students that will require intervention. Ongoing progress monitoring is used to determine the effectiveness of instruction and interventions.

Preschool students and families have the opportunity to come to a "Welcome to School" orientation in the spring to tour the school, visit kindergarten classrooms and receive a kindergarten "toolkit". The toolkit includes activities to help prepare students for upcoming learning expectations.

Our outgoing 5th graders visit a neighboring middle school in the spring to tour the school and learn

about 6th grade expectations. Our resource team supports students interested in middle school magnet programs if a portfolio is required for program acceptance.

### 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***

Not required

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

Not required

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

Not required

***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***

Not required

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*


### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

- G1.** Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension, by 10%.
- G2.** Students will increase reading proficiency by 15% as measured on the 2015 FSA reading assessment in order to achieve Henry F. Kite's AMO reading target of 62% of students achieving reading proficiency.
- G3.** Increase the number of students achieving level 3 and above by 10% in math on the 2015 Florida State Assessment.
- G4.** 60% of fourth and fifth graders will achieve proficiency on the 2015 Florida Standards Assessment for Writing
- G5.** 5th grade Science students will achieve 50% proficiency on the Science 2.0 FCAT.

## 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. Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension, by 10%. 1a**

 G055351

**Targets Supported 1b**

Indicator	Annual Target
Attendance Below 90%	10.0

**Resources Available to Support the Goal 2**

- Guidance Counselor
- Mentors for new teachers
- Foundations team and CHAMPs resources

**Targeted Barriers to Achieving the Goal 3**

- Our new teachers may be less familiar with classroom management strategies/CHAMPs
- A smaller staff this year leaves fewer adults available for morning and afternoon duties. These are times when student behavior in common areas (cafeteria, hallways, sidewalks, etc) needs to be closely supervised.

**Plan to Monitor Progress Toward G1. 8**

Analysis of discipline referral forms

**Person Responsible**

Robin Renelus

**Schedule**

Monthly, from 10/1/2014 to 6/2/2015

**Evidence of Completion**

discipline referral forms

**G2.** Students will increase reading proficiency by 15% as measured on the 2015 FSA reading assessment in order to achieve Henry F. Kite's AMO reading target of 62% of students achieving reading proficiency.

1a

 G055352

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	62.0

**Resources Available to Support the Goal** 2

- 1) K-5 Reading Coach
- 2) Extensive classroom libraries with a variety of literary and informational text.
- 3) Technology resources (including computers in classrooms, iReady, Achieve 3000, Write to Learn, etc)
- 4) Reading Interventionist
- 5) Reading instructional resources including "Text Talk", "The Comprehension Toolkit" and "Literacy By Design"

**Targeted Barriers to Achieving the Goal** 3

- 1) Many students entering a grade are reading below grade level
- 2) Teacher familiarity with the new Florida Standards and test item specifications

**Plan to Monitor Progress Toward G2.** 8

Monitoring will take place through analysis of reading data (including quarterly CGAs, iReady, Achieve 3000, Write to Learn and student work samples)

**Person Responsible**

Jill Newhouse

**Schedule**

Weekly, from 9/1/2014 to 6/2/2015

**Evidence of Completion**

Performance Matters reports

**G3. Increase the number of students achieving level 3 and above by 10% in math on the 2015 Florida State Assessment.** 1a

 G055353

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	79.0

**Resources Available to Support the Goal** 2

- 1. District Math Specialists 2. iReady 3. Math Investigations/EnVisions 4. District Curriculum Guides/Curriculum Guide Assessments 5. Professional Development 6. Common Planning

**Targeted Barriers to Achieving the Goal** 3

- Some students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems.

**Plan to Monitor Progress Toward G3.** 8

Curriculum Guide Assessments, iReady, and classroom assessments will be used to monitor student progress toward exceeding the AMO target.

**Person Responsible**

**Schedule**

Weekly, from 9/1/2014 to 6/2/2015

**Evidence of Completion**

Evidence of completion will be determined through an improvement in students achievement on Curriculum Guide Assessments as well as the 2015 Florida Standards Assessment.

**G4.** 60% of fourth and fifth graders will achieve proficiency on the 2015 Florida Standards Assessment for Writing **1a**

 G055354

**Targets Supported** **1b**

Indicator	Annual Target
	60.0

**Resources Available to Support the Goal** **2**

- 1) Sets of Lucy Calkins Units of Study for Writing (including "mentor" texts for K-5) to teach the genres of narrative, informational and opinion writing
- 2) K-5 Reading Coach
- 3) Technology resources to support writing including Write to Learn (Grade 5) and Achieve 3000 (Grades 3-5)

**Targeted Barriers to Achieving the Goal** **3**

- 1) Writing instruction delivered with fidelity in all grades (K-5)
- 3) Familiarity with new state rubrics for informational and opinion writing

**Plan to Monitor Progress Toward G4.** **8**

Analysis of student writing assessment tasks throughout the year

**Person Responsible**

Jill Newhouse

**Schedule**

Monthly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Writing assessments that have been scored utilizing the FLDOE writing rubrics

**G5. 5th grade Science students will achieve 50% proficiency on the Science 2.0 FCAT.** 1a

 G055355

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

**Resources Available to Support the Goal** 2

- 1. Variety of Science Materials 2. Use of Technology 3. Support from District Science specialist

**Targeted Barriers to Achieving the Goal** 3

- 1. No common planning / collaboration time 2. Teacher has limited background knowledge 3. Lack of Vocabulary

**Plan to Monitor Progress Toward G5.** 8

District Based Curriculum Guide Tests overall school data & FCAT scores

**Person Responsible**

**Schedule**

***Evidence of Completion***

Higher proficiency scores in science then from the original baseline exam & 56% on the Science FCAT



## 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.** Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension, by 10%. **1**

 **G055351**

**G1.B1** Our new teachers may be less familiar with classroom management strategies/CHAMPs **2**

 **B139479**

**G1.B1.S2** Novice teachers meet regularly with mentors to review classroom management procedures and acquire new strategies for improved management. **4**

 **S151519**

### Strategy Rationale

Mentoring teachers have had a chance to develop a large repertoire of effective strategies to share with their mentees.

### Action Step 1 **5**

Assign mentors to all novice teachers and develop a schedule of mentoring meetings to be held throughout the school year

### Person Responsible

Alice Smith

### Schedule

On 6/2/2015

### Evidence of Completion

Agendas from PDF meetings Email from PDF with mentor/mentee pairings

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Observation by an administrator of the mentoring meetings

**Person Responsible**

Carolyn Davis

**Schedule**

Monthly, from 9/1/2014 to 6/2/2015

***Evidence of Completion***

Mentoring meeting agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Administrator observations of classroom management

**Person Responsible**

Carolyn Davis


**Schedule**

On 6/2/2015


***Evidence of Completion***

Walk-through forms/notes

**G1.B2** A smaller staff this year leaves fewer adults available for morning and afternoon duties. These are times when student behavior in common areas (cafeteria, hallways, sidewalks, etc) needs to be closely supervised. **2**

 B139480

**G1.B2.S1** Revise arrival and dismissal procedures including the duty schedule **4**

 S151520

### **Strategy Rationale**

Procedures/schedule can be revised to ensure greater coverage for student supervision

### **Action Step 1** **5**

Group students before school begins (8:00-8:25) for maximized supervision:

K-2 students will report to the cafeteria

3-4 students will report to the auditorium

5th grade students will serve as teacher helpers or will report to the media center

#### **Person Responsible**

Carolyn Davis

#### **Schedule**

Daily, from 8/18/2014 to 6/5/2015

#### **Evidence of Completion**

Duty Schedule Arrival/Dismissal Procedures document

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Administrative walk-throughs of supervised groups

#### **Person Responsible**

Carolyn Davis

#### **Schedule**

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

#### **Evidence of Completion**

Administrator observations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Analysis of discipline referrals to note time of day behavior/safety issues are occurring

**Person Responsible**

Carolyn Davis

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015


**Evidence of Completion**

Discipline referral forms


**G2.** Students will increase reading proficiency by 15% as measured on the 2015 FSA reading assessment in order to achieve Henry F. Kite's AMO reading target of 62% of students achieving reading proficiency. 1

 G055352

**G2.B1** 1) Many students entering a grade are reading below grade level 2

 B139481

**G2.B1.S3** Strategically utilize the Reading Interventionist to enhance literacy via a push-in model. 4

 S151523

**Strategy Rationale**

The Interventionist will be able to assist small groups of students and model/demonstrate best practices for literacy instruction.

**Action Step 1** 5

Develop a schedule for the reading interventionist that will enable a high-level of support for intermediate students needing literacy development as well as providing opportunities for the interventionist to model instructional strategies for the intermediate ELA teachers

**Person Responsible**

Tonya Mayfield

**Schedule**

Daily, from 9/22/2014 to 6/2/2015

**Evidence of Completion**

Completed daily schedule for the reading interventionist

**Plan to Monitor Fidelity of Implementation of G2.B1.S3** 6

Weekly walk-throughs by administration and common planning with grades 3 -5.

**Person Responsible**

Carolyn Davis

**Schedule**

Weekly, from 9/1/2014 to 6/2/2015

***Evidence of Completion***

Monitoring forms utilized by administration and the debriefs with the reading interventionist and the ELA teachers

**Plan to Monitor Effectiveness of Implementation of G2.B1.S3** 7

Analysis of student data via iReady, Achieve 3000, Write to Learn and quarterly CGA assessments.

**Person Responsible**

Carolyn Davis


**Schedule**

Biweekly, from 9/1/2014 to 6/2/2015

***Evidence of Completion***

Reports in Performance Matters to review results from iReady, Achieve 3000, Write to Learn, and quarterly CGA assessments.

**G2.B2 2) Teacher familiarity with the new Florida Standards and test item specifications** 2

 B139482

**G2.B2.S1 Training on unwrapping the new standards** 4

 S151524

**Strategy Rationale**

When teachers are familiar with the unwrapping process they will be able to deepen their understanding of the new Florida Standards.

**Action Step 1** 5

Develop/Deliver a PD opportunity for primary and intermediate teachers to learn the process of "unwrapping" the new Florida Standards

**Person Responsible**

Jill Newhouse

**Schedule**

On 9/11/2014

***Evidence of Completion***

Professional development agendas and sign-in sheets

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Observation of the PD training by an administrator

**Person Responsible**

Carolyn Davis

**Schedule**

On 9/11/2014

***Evidence of Completion***

PD Training Agenda and notes from debrief between administration and the reading coach

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Observation/Conversation during common planning meetings (where standards and test item specs should be utilized as a tool for planning rigorous instruction) by administration

**Person Responsible**

Carolyn Davis

**Schedule**

On 6/2/2015

**Evidence of Completion**

Grade Level/ Common Planning Meeting Minutes


**G3.** Increase the number of students achieving level 3 and above by 10% in math on the 2015 Florida State Assessment. 1

 G055353

**G3.B1** Some students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems. 2

 B139483

**G3.B1.S1** Teachers will incorporate center rotations with fidelity in the math instructional block. 4

 S151526

**Strategy Rationale**

To provide additional practice with the foundational skills that students are lacking.

**Action Step 1** 5

Professional Development will be provided to teachers to develop lessons that will include modeling of strategies and scaffolding of instruction to improve students foundational skills.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 9/24/2014 to 6/2/2015

**Evidence of Completion**

Evidence will be demonstrated through an improvement on students mathematical foundational skills on Curriculum Guide Assessments, Exit Tickets and classroom assessments.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Observational data from walk throughs.

**Person Responsible**

**Schedule**

Weekly, from 9/1/2014 to 6/2/2015

***Evidence of Completion***

Evidence will be demonstrated through lesson plans, implementation of the Gradual Release framework and center rotations.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Lesson plans, walk-throughs and observations will be used to monitor the effectiveness of the center rotations to determine effectiveness of programs and teacher led small groups.

**Person Responsible**

**Schedule**

Weekly, from 9/1/2014 to 6/2/2015

***Evidence of Completion***

Evidence will be demonstrated through lesson plans and observational data.



**G3.B1.S2** Teachers will receive push-in support from the administrative team. 4

 S151527

**Strategy Rationale**

The Assistant Principal will push-in to classrooms and pull small groups of students that have been identified as having difficulty with foundational skills, particularly number sense.

**Action Step 1** 5

Lesson design and modeling will be implemented to assist the math teachers. The students will receive assistance via push-ins to assist with deficient concepts.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Curriculum Guide Assessments, iReady, and teacher made assessments.

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Students progress will be monitored through iReady, Curriculum Guide Assessments, and teacher-made assessments.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 10/1/2014 to 6/2/2015

***Evidence of Completion***

Data from Performance Matters on Curriculum Guide Assessments, iReady, weekly contact log, and common planning with teachers

## Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Weekly collaboration with the teacher and mini assessments for the students to check for understanding.

### Person Responsible

Robin Renelus

### Schedule

Weekly, from 10/1/2014 to 6/2/2015


### Evidence of Completion

Data from mini assessments, Performance Matter (data source), iReady, and Curriculum Guide Assessments.

**G4.** 60% of fourth and fifth graders will achieve proficiency on the 2015 Florida Standards Assessment for Writing 1

 G055354

**G4.B1** 1) Writing instruction delivered with fidelity in all grades (K-5) 2

 B139485

**G4.B1.S2** Ensure the master schedule includes a dedicated block for explicit writing instruction in grades K-4 (writing instruction embedded in 5th). 4

 S151529

### Strategy Rationale

A dedicated block included in the master schedule will help ensure that teachers are making time for daily explicit instruction in writing.

## Action Step 1 5

Utilize collaborative planning time with 3rd grade teachers to analyze student writing with the facilitation of the reading coach and the 4th grade ELA teachers  
Who: Reading Coach, 4th Grade ELA teachers, 3rd Grade ELA teachers

### Person Responsible

Jill Newhouse

### Schedule

Quarterly, from 9/24/2014 to 6/5/2015

### Evidence of Completion

Collaborative planning meeting agenda

**Plan to Monitor Fidelity of Implementation of G4.B1.S2** 6

Ongoing analysis of student writing at 3rd grade common planning meetings ("Looking at Student Work" component of the grade level meetings)

**Person Responsible**

Jill Newhouse

**Schedule**

Biweekly, from 10/1/2014 to 6/5/2015

***Evidence of Completion***

common planning meeting minutes

**Plan to Monitor Effectiveness of Implementation of G4.B1.S2** 7

Analysis of 3rd grade common writing assignment utilizing a genre-specific rubric

**Person Responsible**

Jill Newhouse

**Schedule**

Quarterly, from 10/30/2014 to 6/5/2015

***Evidence of Completion***

scored writing pieces

**G4.B1.S4** Use of interactive journals (grades 2-5) so students are engaged in writing across the content areas in all grades throughout the day **4**

 S151531

### **Strategy Rationale**

Writing throughout the day will help strengthen student's literacy skills.

### **Action Step 1** **5**

Provide professional development on the use of interactive journals across content areas for grades 2-5

#### **Person Responsible**

Jill Newhouse

#### **Schedule**

On 11/3/2014

#### ***Evidence of Completion***

PD/Common Planning agendas

### **Plan to Monitor Fidelity of Implementation of G4.B1.S4** **6**

Classroom walkthroughs to monitor the use of interactive journals across content areas in K-5

#### **Person Responsible**

Carolyn Davis

#### **Schedule**

Weekly, from 9/2/2014 to 6/2/2015

#### ***Evidence of Completion***

walkthrough observation forms

**Plan to Monitor Effectiveness of Implementation of G4.B1.S4** 7

Analysis of student interactive journal writing responses


**Person Responsible**

**Schedule**


***Evidence of Completion***

Student interactive journal responses

**G4.B3 3) Familiarity with new state rubrics for informational and opinion writing** 2

 B139487

**G4.B3.S1** Implement a "Looking at Student Work" component to all common planning meetings where student writing can be collaboratively analyzed utilizing the new rubrics 4

 S151532

**Strategy Rationale**

Teachers will become more familiar with the new rubrics when the practice of utilizing them to analyze student work becomes embedded in collaborative common planning.

**Action Step 1** 5

Provide faculty training during ERD trainings with protocols for looking at student work

**Person Responsible**

Jill Newhouse

**Schedule**

Biweekly, from 9/24/2014 to 10/22/2014

***Evidence of Completion***

ERD training agendas

**Plan to Monitor Fidelity of Implementation of G4.B3.S1** 6

Observation of faculty training by administration

**Person Responsible**

Carolyn Davis

**Schedule**

Biweekly, from 9/24/2014 to 9/24/2014

***Evidence of Completion***

Notes from the debrief between administration and the reading coach re: the faculty training of the protocol

**Plan to Monitor Effectiveness of Implementation of G4.B3.S1** 7

The reading coach will help facilitate the protocol process at common planning meetings, once the faculty has been trained.

**Person Responsible**

Jill Newhouse

**Schedule**

Weekly, from 9/29/2014 to 6/2/2015


***Evidence of Completion***

Grade Level Meeting Minutes including an explanation of student work that was analyzed

**G5.** 5th grade Science students will achieve 50% proficiency on the Science 2.0 FCAT. 1

 G055355

**G5.B1** 1. No common planning / collaboration time 2. Teacher has limited background knowledge 3. Lack of Vocabulary 2

 B139488

**G5.B1.S1** Early Release Day Trainings 4

 S151534

### Strategy Rationale

Assist with common planning to create effective and engaging lessons.

### Action Step 1 5

Provide training on effective implementation of Interactive Journals and using the gradual release model in science

#### Person Responsible

Robin Renelus

#### Schedule

Weekly, from 9/24/2014 to 6/2/2015

#### Evidence of Completion

Training agendas and interactive journal student samples

### Action Step 2 5

ERD training to give teachers a better understanding of how the gradual release model works in science and how to effectively use interactive journals in science.

#### Person Responsible

Robin Renelus

#### Schedule

Weekly, from 9/15/2014 to 6/2/2015

#### Evidence of Completion

Walkthrough of classroom documenting implementation Documentation of minutes and notes from meeting Teachers

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Agenda & notes from training

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 9/15/2014 to 6/2/2015

***Evidence of Completion***

Minutes from training, implementation of training put into classroom.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S1** 7

Attend ERD science training- take copy of notes and agendas / minutes

**Person Responsible**

**Schedule**

***Evidence of Completion***

Teachers using interactive journals and & GRM properly in the classroom.



**G5.B1.S2 Professional Development with District Science Coach** 4

 S151535

**Strategy Rationale**

The District Science Coach is able to assist with lesson planning and strategies to increase rigor and a more in-dept understanding of the science curriculum. The coach can also assist with implementation of the labs.

**Action Step 1** 5

The District Science Coach will model lessons and assist with creating engaging lessons that focus on the common core curriculum.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 9/4/2014 to 6/2/2015

***Evidence of Completion***

Weekly collaboration with the District Science Coach and classroom observations.

**Plan to Monitor Fidelity of Implementation of G5.B1.S2** 6

Weekly collaboration and common planning with the District Science Coach. Also engaging in weekly conversations about the data from the Curriculum Guides Assessments in Performance Matters.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 9/24/2014 to 6/2/2015

***Evidence of Completion***

Data from the Curriculum Guides Assessments and teacher-made assessments.

**Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7**

The effectiveness will be monitored by the Principal, Assistant Principal, and District Science Coach via classroom and lab observations.

**Person Responsible**

Robin Renelus

**Schedule**

Weekly, from 9/4/2014 to 6/2/2015

**Evidence of Completion**

Implementation of classroom visits and assessments will be used as evidence to demonstrate the effectiveness of the strategy.

**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.B1.S2.A1	Assign mentors to all novice teachers and develop a schedule of mentoring meetings to be held throughout the school year	Smith, Alice	8/11/2014	Agendas from PDF meetings Email from PDF with mentor/mentee pairings	6/2/2015 one-time
G1.B2.S1.A1	Group students before school begins (8:00-8:25) for maximized supervision: K-2 students will report to the cafeteria 3-4 students will report to the auditorium 5th grade students will serve as teacher helpers or will report to the media center	Davis, Carolyn	8/18/2014	Duty Schedule Arrival/Dismissal Procedures document	6/5/2015 daily
G2.B1.S3.A1	Develop a schedule for the reading interventionist that will enable a high-level of support for intermediate students needing literacy development as well as providing opportunities for the interventionist to model instructional strategies for the intermediate ELA teachers	Mayfield, Tonya	9/22/2014	Completed daily schedule for the reading interventionist	6/2/2015 daily
G2.B2.S1.A1	Develop/Deliver a PD opportunity for primary and intermediate teachers to learn the process of "unwrapping" the new Florida Standards	Newhouse, Jill	9/9/2014	Professional development agendas and sign-in sheets	9/11/2014 one-time
G3.B1.S1.A1	Professional Development will be provided to teachers to develop lessons that will include modeling of strategies and scaffolding of instruction to improve students foundational skills.	Renelus, Robin	9/24/2014	Evidence will be demonstrated through an improvement on students mathematical foundational skills on Curriculum Guide Assessments, Exit Tickets and classroom assessments.	6/2/2015 weekly
G3.B1.S2.A1	Lesson design and modeling will be implemented to assist the math teachers. The students will receive assistance via push-ins to assist with deficient concepts.	Renelus, Robin	10/1/2014	Curriculum Guide Assessments, iReady, and teacher made assessments.	6/2/2015 weekly
G4.B1.S2.A1	Utilize collaborative planning time with 3rd grade teachers to analyze student writing with the facilitation of the reading	Newhouse, Jill	9/24/2014	Collaborative planning meeting agenda	6/5/2015 quarterly

**Duval - 0371 - Henry F. Kite Elementary School - 2014-15 SIP**  
*Henry F. Kite Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	coach and the 4th grade ELA teachers Who: Reading Coach, 4th Grade ELA teachers, 3rd Grade ELA teachers				
G4.B1.S4.A1	Provide professional development on the use of interactive journals across content areas for grades 2-5	Newhouse, Jill	10/1/2014	PD/Common Planning agendas	11/3/2014 one-time
G4.B3.S1.A1	Provide faculty training during ERD trainings with protocols for looking at student work	Newhouse, Jill	9/24/2014	ERD training agendas	10/22/2014 biweekly
G5.B1.S1.A1	Provide training on effective implementation of Interactive Journals and using the gradual release model in science	Renelus, Robin	9/24/2014	Training agendas and interactive journal student samples	6/2/2015 weekly
G5.B1.S2.A1	The District Science Coach will model lessons and assist with creating engaging lessons that focus on the common core curriculum.	Renelus, Robin	9/4/2014	Weekly collaboration with the District Science Coach and classroom observations.	6/2/2015 weekly
G5.B1.S1.A2	ERD training to give teachers a better understanding of how the gradual release model works in science and how to effectively use interactive journals in science.	Renelus, Robin	9/15/2014	Walkthrough of classroom documenting implementation Documentation of minutes and notes from meeting Teachers	6/2/2015 weekly
G1.MA1	Analysis of discipline referral forms	Renelus, Robin	10/1/2014	discipline referral forms	6/2/2015 monthly
G1.B2.S1.MA1	Analysis of discipline referrals to note time of day behavior/safety issues are occurring	Davis, Carolyn	9/1/2014	Discipline referral forms	6/5/2015 monthly
G1.B2.S1.MA1	Administrative walk-throughs of supervised groups	Davis, Carolyn	8/19/2014	Administrator observations	6/5/2015 weekly
G1.B1.S2.MA1	Administrator observations of classroom management	Davis, Carolyn	9/1/2014	Walk-through forms/notes	6/2/2015 one-time
G1.B1.S2.MA1	Observation by an administrator of the mentoring meetings	Davis, Carolyn	9/1/2014	Mentoring meeting agendas	6/2/2015 monthly
G2.MA1	Monitoring will take place through analysis of reading data (including quarterly CGAs, iReady, Achieve 3000, Write to Learn and student work samples)	Newhouse, Jill	9/1/2014	Performance Matters reports	6/2/2015 weekly
G2.B2.S1.MA1	Observation/Conversation during common planning meetings (where standards and test item specs should be utilized as a tool for planning rigorous instruction) by administration	Davis, Carolyn	9/15/2014	Grade Level/ Common Planning Meeting Minutes	6/2/2015 one-time
G2.B2.S1.MA1	Observation of the PD training by an administrator	Davis, Carolyn	9/9/2014	PD Training Agenda and notes from debrief between administration and the reading coach	9/11/2014 one-time
G2.B1.S3.MA1	Analysis of student data via iReady, Achieve 3000, Write to Learn and quarterly CGA assessments.	Davis, Carolyn	9/1/2014	Reports in Performance Matters to review results from iReady, Achieve 3000, Write to Learn, and quarterly CGA assessments.	6/2/2015 biweekly
G2.B1.S3.MA1	Weekly walk-throughs by administration and common planning with grades 3 -5.	Davis, Carolyn	9/1/2014	Monitoring forms utilized by administration and the debriefs with the reading interventionist and the ELA teachers	6/2/2015 weekly
G3.MA1	Curriculum Guide Assessments, iReady, and classroom assessments will be used to monitor student progress toward exceeding the AMO target.		9/1/2014	Evidence of completion will be determined through an improvement in students achievement on Curriculum Guide Assessments as well as the 2015 Florida Standards Assessment.	6/2/2015 weekly
G3.B1.S1.MA1	Lesson plans, walk-throughs and observations will be used to monitor the		9/1/2014	Evidence will be demonstrated through lesson plans and observational data.	6/2/2015 weekly

**Duval - 0371 - Henry F. Kite Elementary School - 2014-15 SIP**  
*Henry F. Kite Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	effectiveness of the center rotations to determine effectiveness of programs and teacher led small groups.				
G3.B1.S1.MA1	Observational data from walk throughs.		9/1/2014	Evidence will be demonstrated through lesson plans, implementation of the Gradual Release framework and center rotations.	6/2/2015 weekly
G3.B1.S2.MA1	Weekly collaboration with the teacher and mini assessments for the students to check for understanding.	Renelus, Robin	10/1/2014	Data from mini assessments, Performance Matter (data source), iReady, and Curriculum Guide Assessments.	6/2/2015 weekly
G3.B1.S2.MA1	Students progress will be monitored through iReady, Curriculum Guide Assessments, and teacher-made assessments.	Renelus, Robin	10/1/2014	Data from Performance Matters on Curriculum Guide Assessments, iReady, weekly contact log, and common planning with teachers	6/2/2015 weekly
G4.MA1	Analysis of student writing assessment tasks throughout the year	Newhouse, Jill	10/1/2014	Writing assessments that have been scored utilizing the FLDOE writing rubrics	6/2/2015 monthly
G4.B3.S1.MA1	The reading coach will help facilitate the protocol process at common planning meetings, once the faculty has been trained.	Newhouse, Jill	9/29/2014	Grade Level Meeting Minutes including an explanation of student work that was analyzed	6/2/2015 weekly
G4.B3.S1.MA1	Observation of faculty training by administration	Davis, Carolyn	9/24/2014	Notes from the debrief between administration and the reading coach re: the faculty training of the protocol	9/24/2014 biweekly
G4.B1.S2.MA1	Analysis of 3rd grade common writing assignment utilizing a genre-specific rubric	Newhouse, Jill	10/30/2014	scored writing pieces	6/5/2015 quarterly
G4.B1.S2.MA1	Ongoing analysis of student writing at 3rd grade common planning meetings ("Looking at Student Work" component of the grade level meetings)	Newhouse, Jill	10/1/2014	common planning meeting minutes	6/5/2015 biweekly
G4.B1.S4.MA1	Analysis of student interactive journal writing responses		Student interactive journal responses	once	
G4.B1.S4.MA1	Classroom walkthroughs to monitor the use of interactive journals across content areas in K-5	Davis, Carolyn	9/2/2014	walkthrough observation forms	6/2/2015 weekly
G5.MA1	District Based Curriculum Guide Tests overall school data & FCAT scores		Higher proficiency scores in science then from the original baseline exam & 56% on the Science FCAT	one-time	
G5.B1.S1.MA1	Attend ERD science training- take copy of notes and agendas / minutes		Teachers using interactive journals and & GRM properly in the classroom.	once	
G5.B1.S1.MA1	Agenda & notes from training	Renelus, Robin	9/15/2014	Minutes from training, implementation of training put into classroom.	6/2/2015 weekly
G5.B1.S2.MA1	The effectiveness will be monitored by the Principal, Assistant Principal, and	Renelus, Robin	9/4/2014	Implementation of classroom visits and assessments will be used as evidence	6/2/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	District Science Coach via classroom and lab observations.			to demonstrate the effectiveness of the strategy.	
G5.B1.S2.MA1	Weekly collaboration and common planning with the District Science Coach. Also engaging in weekly conversations about the data from the Curriculum Guides Assessments in Performance Matters.	Renelus, Robin	9/24/2014	Data from the Curriculum Guides Assessments and teacher-made assessments.	6/2/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Ensure greater student safety by decreasing the number of discipline referrals resulting in student suspension, by 10%.

**G1.B1** Our new teachers may be less familiar with classroom management strategies/CHAMPs

**G1.B1.S2** Novice teachers meet regularly with mentors to review classroom management procedures and acquire new strategies for improved management.

### PD Opportunity 1

Assign mentors to all novice teachers and develop a schedule of mentoring meetings to be held throughout the school year

#### Facilitator

Mrs. Smith, Professional Development Facilitator

#### Participants

Ms. Suber, Coach Atwater, Mrs. Jordan-Myers, Ms. DiMarco

#### Schedule

On 6/2/2015

**G2.** Students will increase reading proficiency by 15% as measured on the 2015 FSA reading assessment in order to achieve Henry F. Kite's AMO reading target of 62% of students achieving reading proficiency.

**G2.B2** 2) Teacher familiarity with the new Florida Standards and test item specifications

**G2.B2.S1** Training on unwrapping the new standards

### PD Opportunity 1

Develop/Deliver a PD opportunity for primary and intermediate teachers to learn the process of "unwrapping" the new Florida Standards

#### Facilitator

Reading coach

#### Participants

K-2 (one session) 3-5 (one session)

#### Schedule

On 9/11/2014

**G3.** Increase the number of students achieving level 3 and above by 10% in math on the 2015 Florida State Assessment.

**G3.B1** Some students do not have quick recall of basic addition/subtraction and multiplication/division facts which are necessary to accurately complete multi-step, complex math problems.

**G3.B1.S1** Teachers will incorporate center rotations with fidelity in the math instructional block.

#### **PD Opportunity 1**

Professional Development will be provided to teachers to develop lessons that will include modeling of strategies and scaffolding of instruction to improve students foundational skills.

##### **Facilitator**

Assistant Principal

##### **Participants**

All Intermediate math teachers (grades 3-5).

##### **Schedule**

Weekly, from 9/24/2014 to 6/2/2015

**G3.B1.S2** Teachers will receive push-in support from the administrative team.

#### **PD Opportunity 1**

Lesson design and modeling will be implemented to assist the math teachers. The students will receive assistance via push-ins to assist with deficient concepts.

##### **Facilitator**

Robin Renelus

##### **Participants**

Janice Miller CatherineThompson Pamela Standberry Tiffinie Wilkinson Megan DiMarco  
ShirannJordan-Myers Ashley Morgan Ashley Suber Nicole Finkel Richard Kaufmann Tarsha  
Watson Audience: Students

##### **Schedule**

Weekly, from 10/1/2014 to 6/2/2015

**G4.** 60% of fourth and fifth graders will achieve proficiency on the 2015 Florida Standards Assessment for Writing

**G4.B1** 1) Writing instruction delivered with fidelity in all grades (K-5)

**G4.B1.S2** Ensure the master schedule includes a dedicated block for explicit writing instruction in grades K-4 (writing instruction embedded in 5th).

**PD Opportunity 1**

Utilize collaborative planning time with 3rd grade teachers to analyze student writing with the facilitation of the reading coach and the 4th grade ELA teachers  
Who: Reading Coach, 4th Grade ELA teachers, 3rd Grade ELA teachers

**Facilitator**

Reading Coach, 4th Grade ELA teachers

**Participants**

3rd grade ELA teachers

**Schedule**

Quarterly, from 9/24/2014 to 6/5/2015

**G4.B1.S4** Use of interactive journals (grades 2-5) so students are engaged in writing across the content areas in all grades throughout the day

**PD Opportunity 1**

Provide professional development on the use of interactive journals across content areas for grades 2-5

**Facilitator**

Reading Coach

**Participants**

K-5th grade teachers (all content areas)

**Schedule**

On 11/3/2014



**G4.B3 3) Familiarity with new state rubrics for informational and opinion writing**

**G4.B3.S1** Implement a "Looking at Student Work" component to all common planning meetings where student writing can be collaboratively analyzed utilizing the new rubrics

**PD Opportunity 1**

Provide faculty training during ERD trainings with protocols for looking at student work

**Facilitator**

Jill Newhouse

**Participants**

K-5 Teachers

**Schedule**

Biweekly, from 9/24/2014 to 10/22/2014

**G5. 5th grade Science students will achieve 50% proficiency on the Science 2.0 FCAT.**

**G5.B1** 1. No common planning / collaboration time 2. Teacher has limited background knowledge 3. Lack of Vocabulary

**G5.B1.S1 Early Release Day Trainings**

**PD Opportunity 1**

Provide training on effective implementation of Interactive Journals and using the gradual release model in science

**Facilitator**

Science District Coach Jennifer Marcellus

**Participants**

K-5 Science Teacher

**Schedule**

Weekly, from 9/24/2014 to 6/2/2015

**G5.B1.S2 Professional Development with District Science Coach**

**PD Opportunity 1**

The District Science Coach will model lessons and assist with creating engaging lessons that focus on the common core curriculum.

**Facilitator**

Jennifer Lisella-Marcellus

**Participants**

Janice Miller Catherine Thompson Pamela Standberry Tarsha Watson Richard Kauffman Tiffinie Wilkinson Ashley Morgan Ashley Suber Shiran Jordan-Myers Megan DiMarco Nicole Finkel  
Audience: Students

**Schedule**

Weekly, from 9/4/2014 to 6/2/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0