

Duval County Public Schools

Henry F. Kite Elementary School



2019-20 Schoolwide Improvement Plan

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Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

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

Demographics

Principal: Raquel Foxworth

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: A (66%) 2017-18: B (58%) 2016-17: A (64%) 2015-16: C (48%) 2014-15: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Henry F. Kite Elementary provides a safe and nurturing environment committed to all learners achieving academic and personal excellence. Our goal is to allow students to develop and demonstrate global competence and acquire the knowledge needed to interact respectfully and productively with people from diverse backgrounds. Students learn to be critical thinkers and problem solvers; reflecting on cultural diversity, economics, and real-life issues.

Provide the school's vision statement.

Henry F. Kite Elementary strives to ensure that all learners acquire the skills, knowledge, and attitudes necessary to succeed in elementary school and beyond.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hill, Biannca	Principal	
Watson, Tarsha	School Counselor	
Foxworth, Raquel	Assistant Principal	
Richardson, Sherrice	Registrar	
Haug, Ashley	Teacher, K-12	
Heard, Ida	Teacher, K-12	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	47	54	41	56	45	53	0	0	0	0	0	0	0	296
Attendance below 90 percent	0	0	0	2	10	8	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	14	18	0	0	0	0	0	0	0	32

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	6	7	0	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	1	0	0	1	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

15

Date this data was collected or last updated

Thursday 8/29/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
Students with two or more indicators														

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	50%	57%	46%	49%	55%
ELA Learning Gains	64%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	61%	50%	53%	43%	54%	52%
Math Achievement	64%	62%	63%	81%	62%	61%
Math Learning Gains	83%	63%	62%	91%	63%	61%
Math Lowest 25th Percentile	75%	52%	51%	88%	54%	51%
Science Achievement	61%	48%	53%	49%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	47 (0)	54 (0)	41 (0)	56 (0)	45 (0)	53 (0)	296 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	2 ()	10 ()	8 ()	20 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	14 (0)	18 (0)	32 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	51%	-2%	58%	-9%
	2018	53%	50%	3%	57%	-4%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	55%	52%	3%	58%	-3%
	2018	59%	49%	10%	56%	3%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
05	2019	52%	50%	2%	56%	-4%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		13%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	61%	-13%	62%	-14%
	2018	42%	59%	-17%	62%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	60%	64%	-4%	64%	-4%
	2018	62%	60%	2%	62%	0%
Same Grade Comparison		-2%				
Cohort Comparison		18%				
05	2019	77%	57%	20%	60%	17%
	2018	82%	61%	21%	61%	21%
Same Grade Comparison		-5%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	49%	11%	53%	7%
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		22%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	39		36	67		60				
BLK	54	61	56	63	84	72	59				
FRL	52	67	63	61	79	76	54				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	53	60	58	74		33				
BLK	51	61	56	64	75	63	26				
FRL	48	56	61	64	73	69	31				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	43		70	90						
BLK	45	48	43	81	94	88	48				
WHT				90							
FRL	40	42	41	78	87	83	49				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance was in 3rd grade Math proficiency on the 2019 FSA assessment with 48%. The contributing factor may include the need for additional support and quality resources to effectively facilitate small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math Gains had the greatest decline with a loss of 9 points. This loss is contributed to a few higher-performing students dropping an achievement level.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The lowest performance was in 3rd grade Math proficiency on the 2019 FSA assessment with 48%. The contributing factor may include the need for additional support and quality resources to effectively facilitate small group instruction.

Which data component showed the most improvement? What new actions did your school take in this area?

5th grade Science increased by 22 percentage points. In addition to implementing the curriculum provided by the school district, the teacher incorporated reading strategies and articles provided by the ELA and VE teacher.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is the greatest concern. The Administration, School Counselor, School Social Worker, and Truancy Officer will work diligently to communicate with parents and monitor attendance/tardies/early checkouts to support higher attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Lowest Performing Quartile growth in ELA
2. Lowest Performing Quartile growth in Math
3. Proficiency in 3rd Grade Math
4. Maintaining Science Proficiency
5. Increasing Proficiency in 3rd - 5th ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency and growth on the FSA ELA and other benchmark assessments.
Rationale	Reading proficiency increased 51% to 54%, on the 2019 FSA ELA assessment. Overall growth increased from 59% to 64%. Lowest Performing Quartile growth increased from 58% to 61%.
State the measurable outcome the school plans to achieve	Through strategic common planning, professional development, and use of research-based strategies and materials, our goal is to increase proficiency to 55%, gains to 65%, and LPQ gains to 65%.
Person responsible for monitoring outcome	Biannca Hill (hillb@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Utilize Title I funding to reduce K-3 class size to foster small group instruction and interventions. - Enhance staff capacity to identify critical content from the standards in alignment with district resources. - Support staff in utilizing data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. - Strengthen staff practice to utilize questions to help students elaborate on content.
Rationale for Evidence-based Strategy	By focusing on ensuring instruction and student tasks are aligned to the standards and achievement level descriptors, student learning and proficiency will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue to implement weekly common lessons aligned to FSA ELA categories 2. Purchase and implement the use of research-based Tier II and Tier III curriculum to address lowest-performing quartile students in reading. 3. Purchase and implement supplemental materials to foster proficiency in reading. 4. Provide small group instruction with the use of paraprofessionals and tutoring. 5. Provide extended learning opportunities (such as field trips, on-site field experiences, guest speakers and programs).
Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

#2	
Title	Increase proficiency and growth on the FSA Mathematics and proficiency on the 5th grade Science FCAT assessments.
Rationale	Math proficiency remained 64% on the 2019 FSA Mathematics assessment. Overall growth increased from 74% to 83%. Lowest Performing Quartile growth increased from 67% to 75%. Science proficiency increased from 35% to 61%.
State the measurable outcome the school plans to achieve	Through strategic common planning, professional development, and use of research-based strategies and materials, our goal is to increase math proficiency to 65%, gains to 85%, and maintain LPQ gains at 75%. Our goal is to increase science proficiency to 65%.
Person responsible for monitoring outcome	Biannca Hill (hillb@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Utilize Title I funding to reduce K-3 class size to foster small group instruction and interventions. - Enhance staff capacity to identify critical content from the standards in alignment with district resources. - Support staff in utilizing data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. - Strengthen staff practice to utilize mathematical practices, models, and visual/kinesthetic aids to help students elaborate on content. - Strengthen staff practice to utilize science-based text, labs, and questioning to help students elaborate on content.
Rationale for Evidence-based Strategy	By focusing on ensuring instruction and student tasks are aligned to the standards and achievement level descriptors, student learning and proficiency will increase.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue to implement weekly common lessons aligned to FSA Mathematics and FCAT Science categories 2. Purchase and implement the use of research-based Tier II and Tier III curriculum to address lowest-performing quartile students in mathematics. 3. Purchase and implement supplemental materials to foster proficiency on the 5th grade Science FCAT assessment. 4. Provide small group instruction with the use of paraprofessionals and tutoring. 5. Provide extended learning opportunities (such as field trips, on-site field experiences, guest speakers and programs.
Person Responsible	Biannca Hill (hillb@duvalschools.org)

#3	
Title	Improve the culture and climate of the school by focusing on social-emotional learning and campus safety/security.
Rationale	Students lack social-emotional strategies to address stress and conflict. The lack of this skillset has increased classroom and office disciplinary actions. In addition, a lack of adequate communication increases the probability of delayed responses to internal needs, safety drills, and emergency situations.
State the measurable outcome the school plans to achieve	<ul style="list-style-type: none"> - Student disciplinary referrals will be reduced by at least 5% by the end of the 2018-2019 school year. - Communication and response times to internal communication including student assistance requests, safety drills, and other emergency situations will become more efficient and timely.
Person responsible for monitoring outcome	Raquel Foxworth (foxworthr@duvalschools.org)
Evidence-based Strategy	<ul style="list-style-type: none"> - Implement Sanford Harmony during bi-weekly Guidance resource and on an as-needed basis. - Incorporate social-emotional learning strategies and supports within the classroom and in common areas. - Improve internal communication protocols and systems by equipping all staff with two-way radio communication.
Rationale for Evidence-based Strategy	By focusing on social-emotional learning and the safety/security of the campus, a culture fostering positive relationships and a safe learning environment will reduce the level of disciplinary referrals and will improve student achievement.
Action Step	
Description	<ol style="list-style-type: none"> 1. The administration will attend the 2019 Innovative Schools Summit with a focus of gaining research-based strategies in regard to school culture and climate, serving at-risk students, and school safety. 2. Incorporate Sanford Harmony and supplemental SEL resources into bi-weekly guidance classes and daily school-wide instruction. 3. Provide all staff with radio communication.
Person Responsible	Tarsha Watson (watson3@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The mission of Henry F. Kite Elementary is to provide ongoing and meaningful opportunities for parents to take an active role in their child's education. Throughout the year, several activities have been planned to increase the number of students/ parents participating and/or volunteering in the school. See the school's Parental Involvement Plan for more information.

PFEP Link

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

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.

Henry F. Kite Elementary is a full-service school that provides a broad range of services addressing the needs of all students. Social-Emotional Learning lessons and strategies are implemented in the classroom by using the Sanford Harmony program. Additionally, students participate in bi-weekly guidance lessons with the sole purpose of building self-esteem, fostering positive attitudes and behaviors, and creating appropriate interactions among peers at school, home, and in the community.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Annually, the Fifth-grade students are invited to participate in the "Transition to Middle School Day" at Jean Ribault Middle School. Students are given the opportunity to experience the middle school environment by shadowing students and partaking in various extra curricular activities that will be offered to them. (i.e. Sports, Physical Education, After School Clubs, Student Government, etc.)

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.

Leadership in collaboration with school committees work to meet the needs of the students and increase academic success. Each committee has a specific purpose and meets monthly with teachers from each grade level and an administrator.

1. Leadership Team - Administrators, Guidance.

2. Rtl Problem-Solving Team - Guidance, Teachers, VE Teachers, Administrator - It meets minimum once per month to discuss the implementation of the Rtl process at the school. The team analyzes the scheduling, materials, and progress monitoring process of Rtl for the school. The team develops and revises the school Rtl process for teachers to use to better understand the various tiers of instruction as well as the appropriate way to collect data and monitor the progress of the students. The Rtl problem solving team provides professional development for teachers regarding the fidelity of the implantation of Rtl. Progress monitoring forms and frequency charts are

developed through the MTSS leadership team as well as RtI implementation plans.

3. Foundations/PBIS Team - Administrators, Guidance, Teachers - Review and Revise the Safe Schools Plan and the PBIS Plan.

4. Shared Decision Making Team - Administrators, Guidance, Teachers, DTU Rep. - Provide input for budget and help make school-based decisions according to the contract.

5. School Hospitality Team - Administrators, Guidance, Teachers - Create a positive school environment among faculty & staff.

1. Title I, Part A - Funds used to provide field experiences for students, upgrades in technology, and professional development for teachers.

2. SAI - Services provided to ensure students requiring additional remediation receive additional instructional support during the school day by part-time tutors.

3. Nutrition Programs - The school participates in the CEO universal meal program which provides free breakfast and lunch to all students who attend the school.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Henry F. Kite Elementary hosts a career fair that allows the students to garner exposure through lectures from business partners and community organizations.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase proficiency and growth on the FSA ELA and other benchmark assessments.	\$0.00
2	III.A.	Areas of Focus: Increase proficiency and growth on the FSA Mathematics and proficiency on the 5th grade Science FCAT assessments.	\$0.00
3	III.A.	Areas of Focus: Improve the culture and climate of the school by focusing on social-emotional learning and campus safety/security.	\$0.00
Total:			\$0.00