# Kimbell Elementary School

# 2019-20 Schoolwide Improvement Plan

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# Kimbell Elementary School

### 8406 N 46TH ST, Tampa, FL 33617

### [ no web address on file ]

## Demographics

## Principal: Erin Fiallo                    Start Date for this Principal: 8/2/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students<br>White Students*<br>Economically Disadvantaged Students* |
| **School Grades History** | 2018-19: F (31%)<br><br>2017-18: F (28%)<br><br>2016-17: D (35%)<br><br>2015-16: D (32%)<br><br>2014-15: F (25%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Central |
| **Regional Executive Director** | Lucinda Thompson |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | CS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## 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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## Kimbell Elementary School

### 8406 N 46TH ST, Tampa, FL 33617

### [ no web address on file ]

### 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 PK-5 | Yes | 95% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 90% |

### School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|---|---|---|---|---|
| Grade | F | F | D | D |

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### 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.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

To have students who:
Love learning
Excel in all they do
Achieve goals together
Do what is right

**Provide the school's vision statement.**

We support the District's vision of Preparing Students for Life, and are working to ensure that our students leave our school equipped with the tools they need to graduate on time. Our District's graduation rate goal is 90% by 2020. With that in mind, we have developed the following Vision for our school:

Kimbell's vision:
Creating lifelong leaders who take charge of their learning and impact society in a positive way.

### 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 |
|------|-------|--------------------------------|
| Fourqurean, Daphne | Principal | Guide leadership team toward mission/vision of school |

### 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 | 45 | 72 | 53 | 108 | 64 | 64 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 406 |
| Attendance below 90 percent | 7 | 17 | 7 | 14 | 6 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| One or more suspensions | 0 | 2 | 4 | 3 | 4 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |
| 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 | 17 | 42 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 9 | 18 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |

**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 | 4 | 4 | 32 | 19 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

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

49

**Date this data was collected or last updated**

Wednesday 6/19/2019

## Prior Year - As Reported

**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 | 22 | 27 | 33 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| One or more suspensions | 0 | 0 | 9 | 16 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 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 | 17 | 42 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 3 | 9 | 18 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

## 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 | 22 | 27 | 33 | 10 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 100 |
| One or more suspensions | 0 | 0 | 9 | 16 | 12 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45 |
| 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 | 17 | 42 | 39 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

**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 | 3 | 9 | 18 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

## 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 | 25% | 52% | 57% | 28% | 52% | 55% |
| ELA Learning Gains | 42% | 55% | 58% | 48% | 55% | 57% |
| ELA Lowest 25th Percentile | 47% | 50% | 53% | 47% | 51% | 52% |
| Math Achievement | 18% | 54% | 63% | 24% | 53% | 61% |
| Math Learning Gains | 26% | 57% | 62% | 43% | 54% | 61% |
| Math Lowest 25th Percentile | 28% | 46% | 51% | 33% | 46% | 51% |
| Science Achievement | 30% | 50% | 53% | 22% | 48% | 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 | 45 (0) | 72 (0) | 53 (0) | 108 (0) | 64 (0) | 64 (0) | 406 (0) |
| Attendance below 90 percent | 7 (0) | 17 (22) | 7 (27) | 14 (33) | 6 (10) | 5 (8) | 56 (100) |
| One or more suspensions | 0 (0) | 2 (0) | 4 (9) | 3 (16) | 4 (12) | 2 (8) | 15 (45) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 17 (17) | 42 (42) | 39 (39) | 98 (98) |

**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 | 19% | 52% | -33% | 58% | -39% |
| | 2018 | 24% | 53% | -29% | 57% | -33% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 24% | 55% | -31% | 58% | -34% |
| | 2018 | 26% | 55% | -29% | 56% | -30% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | 0% | | | | |
| 05 | 2019 | 30% | 54% | -24% | 56% | -26% |
| | 2018 | 18% | 51% | -33% | 55% | -37% |
| Same Grade Comparison | | 12% | | | | |
| Cohort Comparison | | 4% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 14% | 54% | -40% | 62% | -48% |
| | 2018 | 22% | 55% | -33% | 62% | -40% |
| Same Grade Comparison | | -8% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 19% | 57% | -38% | 64% | -45% |
| | 2018 | 30% | 57% | -27% | 62% | -32% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | -3% | | | | |
| 05 | 2019 | 12% | 54% | -42% | 60% | -48% |
| | 2018 | 17% | 54% | -37% | 61% | -44% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -18% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 26% | 51% | -25% | 53% | -27% |
| | 2018 | 12% | 52% | -40% | 55% | -43% |
| Same Grade Comparison | | 14% | | | | |
| 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 | 9 | 31 | 47 | | 14 | 25 | 8 | | | | |
| ELL | 30 | 38 | 45 | 20 | 28 | | 13 | | | | |
| BLK | 20 | 38 | 48 | 17 | 25 | 30 | 26 | | | | |
| HSP | 33 | 40 | 42 | 18 | 30 | | 28 | | | | |
| WHT | 35 | 83 | | 24 | 23 | | | | | | |
| FRL | 25 | 42 | 49 | 17 | 25 | 30 | 30 | | | | |
| 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 | 10 | 22 | 15 | 12 | 38 | 31 | | | | | |
| ELL | 30 | 40 | | 32 | 50 | | 20 | | | | |
| BLK | 18 | 28 | 24 | 20 | 42 | 44 | 5 | | | | |
| HSP | 37 | 37 | | 33 | 49 | | 24 | | | | |
| WHT | 21 | | | 21 | | | | | | | |
| FRL | 24 | 31 | 21 | 25 | 44 | 42 | 14 | | | | |

| 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 | 6 | 38 | 31 | 9 | 40 | 35 | | | | | |
| ELL | 26 | 48 | | 24 | 58 | 40 | | | | | |
| BLK | 21 | 48 | 48 | 21 | 38 | 32 | 18 | | | | |
| HSP | 43 | 48 | | 26 | 55 | 30 | 20 | | | | |
| WHT | 38 | | | 25 | | | | | | | |
| FRL | 28 | 49 | 50 | 24 | 42 | 32 | 24 | | | | |

## 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) | CS&I |
| OVERALL Federal Index – All Students | 32 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | 39 |
| Total Points Earned for the Federal Index | 255 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 19 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 30 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 | 29 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 32 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 41 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 32 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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.**

Math achievement showed the lowest performance. Throughout the school year we underwent a shortage of teachers: two 3rd grade teachers, two 4th grade teachers and one 5th grade teacher. While supported by our content area coaches, the substitute teachers overseeing the class were not certified teachers. In addition, our 3rd grade units each sat with 25 - 27 students each due to resignations and teacher shortage.

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

Math Learning gains showed the greatest decline from the prior year by 17%. Throughout the school year we underwent a shortage of teachers: two 3rd grade teachers, two 4th grade teachers and one 5th grade teacher. While supported by our content area coaches, the substitute teachers overseeing the class were not certified teachers. In addition, our 3rd grade units each sat with 25 - 27 students each due to resignations and teacher shortage.

**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.**

Math Achievement had a 45% gap when compared to the state average. Throughout the school year we underwent a shortage of teachers: two 3rd grade teachers, two 4th grade teachers and one 5th grade teacher. While supported by our content area coaches, the substitute teachers overseeing the class were not certified teachers. In addition, our 3rd grade units each sat with 25 - 27 students each due to resignations and teacher shortage.

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

Our ELA Lowest 25 Percentile show the most improvement by an increase of 27%. The analyzing of the mid-year formative data for Grades 3 -5 in January 2019 allowed us to divide students in groups for differentiated instruction. Small groups were consistently held and supported by our ELP teachers, ELL teacher, Content Area coaches, and district staff.

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

One potential area of concern is our "Students With Disabilities" at 19% on the ESSA Federal Index for the last two years. During the school year we lacked the instructional staff need to meet the needs of our students. Impacted was the "delivery of services" due to teacher shortage and substitutes not selecting our school assignments. We housed 3 EBD units with one teacher and only had 2/3 of our VE teachers during the school year.

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

1. School Culture - Student, Teacher and Parent
2. School-wide Behavior Plan
3. The Leader in Me
4. Content - ELA, Math and Science
5. Professional Development/Team Building

# Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | School Culture is a critical area of focus.. |
| **Rationale** | School culture impacts all ares of the school; teachers, students and parents. According to the lack of students meeting proficiency in FSA ELA, Math data, State Science Assessment data and the number of students who have not met the I-ready level of proficiency or gains for the year, the culture needs to improve. |
| **State the measurable outcome the school plans to achieve** | Increase in the number of students making gains and reaching proficiency in all areas of FSA Reading and Math. Increase in the number of students reaching proficiency and making a years worth of progress in I-Ready. |
| **Person responsible for monitoring outcome** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |
| **Evidence-based Strategy** | School wide behavior plan which is the Implementation of the Leader In Me. |
| **Rationale for Evidence-based Strategy** | Implementation of the Leader In Me school wide behavior plan. Teachers need the guidance of the Leader in me program to instill the intrinsique motivation in students needed to build their capacity in achieving goals. |

| Action Step | |
|---|---|
| **Description** | At Kimbell Elementary School, students will develop a love for learning through the attainment of "The 7 Habits of Highly Effective People". Students will build intrinsic motivation and hold themselves responsible for their learning and life choices. They will work toward goal attainment and mastery of academic standards and social emotional wellbeing. Students will be equipped with the tools they need to graduate and become lifelong leaders who will impact society in a positive way.<br><br>GOAL SETTING: Along with Language Arts and Math proficiency rates, identify up to three additional goals for the school year (i.e. graduation rate, promotion rate, attendance, discipline, growth/value-added, targeted sub-group, college readiness, etc.)<br><br>1 ELA proficiency on FSA 25% 50% iReady data, Formative Assessments, DRA<br>2 Math proficiency on FSA 18% 50% iReady data, Formative Assessments, math monthly assessments<br>3 All students(K-5) will make a one-year gain on the iReady assessment in both ELA and Math Varies for each individual student 1-year gain in both ELA and Math iReady data<br>4 Science proficiency 30% 50% Formative data, mini assessments<br>5 Attendance 79% 86% Attendance monthly reports<br>6 Behavior - improve behavior school wide. |
| **Person Responsible** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |

| #2 | |
|---|---|
| **Title** | ELA |
| **Rationale** | Reading will improve as students behavior is managed. Foundational skills will increase to build their capacity in comprehension and become onlevel in reading. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | The number of students in FSA will increase to 50% as measured in FSA and iReady. |
| **Person responsible for monitoring outcome** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |
| **Evidence-based Strategy** | Implementation of a differentiated reading block to meet individual student needs through using EL series, other research based resources like iReady etc.. |
| **Rationale for Evidence-based Strategy** | Over 70% of the population are reading BL according to FSA Reading. |
| Action Step | |
| **Description** | Create a school-wide behavior plan, classroom expectations, CHAMPS and follow-up on expectations<br>Train staff on the behavior plan<br>Review behavior tracker<br>Support and mentor individual teachers based on individual classroom situations.<br>Share list of paired teachers (mentors) to the instructional leadership team<br>Tier teachers for21 support (List of paired teachers)<br>Train staff on morning meeting, provide teachers with scripts to support in building relationships and begin the day on a positive note.<br>Provide professional development on morning meeting. Record Randall's morning meeting to support staff with a good example of the morning meeting. Provide the staff with a video viewing guide to have the staff identify effective practices within the morning meeting<br>Morning meeting will be implemented each day to include purposeful bell work to align with academic goal and behavioral goal<br>Provide teachers with data binders to support student goal setting<br>Implement the "Leader in Me" program school wide<br>Book Study<br>Teach "Mindfulness" during the morning broadcast<br>Implement the "Second Step" program K,1, and 2 Schedule<br>Dedicate five to ten minutes during the faculty meeting to support staff with the Mindfulness Program Ruby Walker<br>Identify incentives for positive behaviors (Cougar cash) Rebecca McSwain<br>Implementation of a school-wide store as a positive reward s<br><br>Indicator Date Evidence to Determine Progress Toward Achieving Desired Outcome Potential Adjustments<br>Reduced referrals to the office<br>Behavior Tracker is used properly by all staff members<br>More time on task during classroom instruction as noted in classroom visit notes |

Behavior Tracker Training PD all staff – staff meeting Follow up with mentor, buddy teachers, coaches and admin.
Morning Meeting training PD – all staff – staff meeting
Action Step for Reading
School Name: Kimbell Elementary
Date: 8/26/19
Reduce the amount of time that teachers are modeling in shared reading.
To increase the opportunity for students to practice core instruction initiatives with more time devoted to collaboration among students and independent worktime.
Preconference with teacher on lesson decisions before collecting data.
Collect baseline data on the amount of time spent modeling in shared reading compared to the time students are engaged in tasks collaboratively or independently.
Academic Coach will script (anecdotal notes) on lesson ideas.
Based on the data collected (time modeling and coach notes on lesson), each teacher and the coach will collaborate and develop an appropriate amount of time that will be targeted for the next model in shared reading
Teacher and coach will script a shared reading lesson strategically determining the model, and the student collaboration/independence (repeat if needed)
Teacher and coach will determine if there is a need for coteaching Collection of data on the amount of time spent modeling in shared reading compared to the time students are engaged in tasks collaboratively or independently.
Time recorded that students are engaged or independently working related to the lesson

| **Person Responsible** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |
| --- | --- |

| #3 | |
|---|---|
| **Title** | Math |
| **Rationale** | Math will improve as students behavior is managed. Foundational skills will increase to build their capacity in becoming onlevel in math. |

| **State the measurable outcome the school plans to achieve** | The number of students in FSA will increase to 50% as measured in FSA and iReady. |
|---|---|
| **Person responsible for monitoring outcome** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |
| **Evidence-based Strategy** | Implementing the new Math series throughout K-5. Realigning the math calendar to support gaps in their learning. |
| **Rationale for Evidence-based Strategy** | Over 75% of the population are BL according to FSA Math. |

| Action Step | |
|---|---|
| **Description** | Collaborate during the planning part of PLCs to include a standards-aligned objective with engaging activities for each content area so that students will know the objective and actively participate in the standards-aligned lesson<br>Lesson Objectives (On board)<br>PLC notes<br>All content areas will have a clear expectation of what the components are included in a standards-based lesson ELA and Math have templates<br>Science follow the 5 E's<br>Monitor the implementation of the standards-based lesson within each content area<br>Ongoing Posted lesson objective and notes from classroom visit<br><br>Define student engagement within the ILT<br>Charlotte Danielson article: Engaging Student Learning and drafted look for form<br>Identify teacher and student look fors in regard to student engagement within the instructional leadership team Instructional Leadership Team<br>Student engagement look for form<br>Share with the staff student engagement teacher and student look fors<br>Visit classrooms to look for student engagement indicators<br>Student engagement walkthrough form that includes teacher and student look fors<br>Share student engagement walkthrough data with the staff based on the walkthroughs completed by the Instructional leadership team, identify successes and areas that still needs to be improved<br>Data compiled and charted from all classroom visits<br>Create an online data wall for all staff members to include individual student data that will be located on a shared drive so that all Kimbell staff can access student data to inform instruction and interventions that may be needed |

Online shared drive, FSA assessment scores, iReady assessment scores
Review grades 3-5 2018-2019 FSA scores and set goals for students who have been retained and in the lower quartile
Administer the i-Ready Fall Diagnostic for grades K-5 All grade level teachers
Create an RTI committee to include members that have strong instructional knowledge
Schedule created for RTI committee members to meet on a regular basis (bi-weekly)
Provide professional development on the RTI process to the staff - School psychologist
September 17 RTI Professional Development
Create a schedule for grade levels to review RTI data and to plan for specific interventions
Meet on identified RTI meeting dates to discuss interventions and supports for students during the RTI block Grade level teachers, Leadership
Ongoing Schedule of meeting dates and the data collected from the iReady Fall Diagnostic Assessment
Identify progress monitoring assessment tool within the grade level RTI meetings in order to check for student growth within the RTI block
PROGRESS INDICATORS
Indicator Date Evidence to Determine Progress Toward Achieving Desired Outcome Potential Adjustments
October 4 All students in grades Kindergarten through grade 5 will have completed their Fall iReady Diagnostic Assessment and will have begun to have intervention support September 20
All RTI teacher groups and support will be planned and shared with staff
October 29 Data collected from the walkthrough forms will show evidence of student engagement in classrooms
PROFESSIONAL LEARNING ACTIONS

Teachers will need to be provided with a lesson plan template and time to plan lessons
Coaches will provide support during each PLC
Teachers will receive support by Leadership as Leverage Leadership visits and conferences are scheduled each week.
Coaches and MGT will support targeted classrooms that need additional support.
To increase Overall Math Gains from 26% to 60% and increase Bottom Quartile Gains from 28% to 50% in Grades 3-5 through planning, professional development, assessment and coaching.
In order for teachers to plan effectively for students in each sub-group and close the achievement gap, there needs to be strong core instruction occurring through backwards design, they have identify and keep at the forefront students in each sub-group and implement monthly assessments to use the data to spiral review and assess progress.

Identify and communicate to teachers the students in each sub-group: Bottom Quartile, Bubble, and Enrich. • Focus on backwards design for planning to meet the need of all students during instruction using learning ladders.
• Observe and give feedback to teachers on how the lessons planned transfer to instruction.
• Determine next steps for coaching support based on observations. • Use monthly assessments to progress monitor growth of students overall and within each sub-group.
• Implement data chats to have teachers determine how to respond to the data.

All students have been identified, communicated to teachers and teachers can speak about the students within each sub-group. Evidence of backwards design planning using the learning ladders based on regular walkthroughs/observations. Monthly assessment data, graph charts tracking student progress, detailed action plans to spiral review and

respond to the monthly assessment data.

**Person Responsible**   Daphne Fourqurean (daphne.fourqurean@hcps.net)

| #4 | |
|---|---|
| **Title** | Science |
| **Rationale** | Science will improve as students behavior is managed. Knowledge of Science standards will increase to build their capacity in becoming onlevel in Science. |
| **State the measurable outcome the school plans to achieve** | The number of students in FSA will increase to 50% as measured in FSA and iReady. |
| **Person responsible for monitoring outcome** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |
| **Evidence-based Strategy** | Realigning the Science calendar to support gaps in their learning. |
| **Rationale for Evidence-based Strategy** | According the SSA 26% of students were proficient. 74% is BL in science. |
| Action Step | |

| **Description** | Increase Kimbell's science score 20 points (30 ->50) on grade 5 FSA. Prepare all students to be successful in science.<br>Science Action Step 1: Science Action Step 2: Science Action Step 3: Teachers will develop and ask high level questions during science instruction. Define engagement in science.<br>Engage students during instruction. Monitor student understanding.<br>Administration<br>Teachers<br>Science Resource Teacher Administration<br>Teachers<br>Science Resource Teacher Administration<br>Teachers<br>Science Resource Teacher<br>Start:<br>End:<br>Frequency: Start:<br>End:<br>Frequency: Start:<br>End:<br>Frequency:<br>Teachers will have questions listed in lesson plans.<br><br><br>Admin and resource will use the engagement rubric and collect walkthrough data. This data will be used to provide 1. Exit tickets<br>2. Weekly mini assessments<br>3. Evidence of student's levels of mastery at report card reviews<br>A schoolwide professional development on questioning will be held (date)<br>A rubric for student engagement will be developed and shared with teachers. Provide teachers with a spreadsheet.<br>Who:<br>When:<br>Evidence: Questions are written into lesson plans and are asked during lessons. Students are discussing questions. Who:<br>When:<br>Evidence: Walkthrough data using student engagement rubric Who: |
|---|---|

|                     | When:<br>Evidence: Mini assessment/ science standards assessment spreadsheets |
|---------------------|-------------------------------------------------------------------------------|
| **Person Responsible** | Daphne Fourqurean (daphne.fourqurean@hcps.net) |

## 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).**

School's Priority: (Given the goals identified, what problem needs to be addressed to achieve these goals?)
Formalize processes and systems, including leadership committees, data sharing, and communication
School Leader Responsible:

Desired Outcome: (What will be different if you are successful in addressing this priority?)
By establishing a structured system with strategic teams that each have a defined purpose, regularity of meeting times, and intended outcomes will leverage the leadership within the school.
Root Cause(s) to Address Hypothesis of Priority: (What do you believe is at the heart of this problem? What evidence do you have to support this hypothesis?)

ACTIONS
Critical Action to Address Root Cause & Achieve Desired Outcome Person Completing Action Timeline Resources Needed / Source
Meet with leadership team weekly (Principal, APs, Academic coaches, social services, ESE, and MGT Daphne Every Monday Agendas and items to be discussed/reviewed
Create an RTI committee to include members that have strong instructional knowledge (same as listed above) Daphne or Melissa TBD A list of RTI committee members

Set a schedule for the Instructional Leadership Team to meet every two weeks. Daphne TBD ILT schedule
Leadership visits each classroom every week and holds Leverage Leadership Conferences to support instruction. Daphne, Melissa, Kathy Weekly Notes taken from visit and debrief notes from teacher
Visit all classrooms to look for the area of focus, "student engagement" Instructional Leadership Team and MGT Ongoing Walkthrough look for form
PROGRESS INDICATORS

# 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.**

see Title I PFEP

### 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.**

The School Board of each Florida district is required by state law to establish a comprehensive program for student progression that is based on an evaluation of each student's performance including an assessment of how well the student masters the performance standards approved by the state board. The district's program for student progression is based on mastery of the English language arts, mathematics, science, and social studies standards. (F.S. 1008.25)

The HCPS Student Progression Plan includes information on initial placement, reporting student progress, reading remediation, academic acceleration, grade promotion and retention, graduation requirements, transfer credits, student recognition, accommodations, dual enrollment, and extended learning opportunities.

For complete information, please visit our Student Progression Plan at: http://www.sdhc.k12.fl.us/docs/00/00/21/33/studentprogressionplan.pdf

HCPS utilizes a variety of strategies for assisting students as they transition from one school to another.

HCPS employs multiple strategies for preparing children for entry into kindergarten. Over 6,000 children participate in one of several preschool programs offered by the School District (Head Start, VPK and PreK-ESE). Developmental screenings are available for all families prior to entry into kindergarten through Child Find, a service within the Florida Diagnostic and Learning Resources System (FDLRS). Additionally, the district works closely with School Readiness providers to share information.

HCPS utilizes multiple strategies for preparing students for their next school, including transitioning from elementary to middle school, middle school to high school, or simply moving to a new school mid-year. Examples include:

Bring 6th/9th graders back early for orientation
Train a cadre of student ambassadors to help orient other students
Parent information and/or education opportunities
Hold articulation meetings between 5th and 6th grade teachers
Campus visits
Shadow days
Middle school students visit, tutor and or perform at elementary schools
High school students visit, tutor, or perform at middle schools.

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

To ensure efficient and systematic allocation and use of resources, the school's PSLT/ILT utilizes an RtI/MTSS framework to improve learning for all. Resources allocated support a continuum of academic and behavioral supports, ensuring all students have fluid access to instruction (varying intensity levels matched to most appropriate available resources)

Analyze student outcomes and make data-driven decisions:
What is the problem?
Why is it occurring?
What are we going to do about it?
Is it working?

Assess the implementation of the SIP:
Does the data show positive student growth?

Are we making progress toward the SIPs intended outcomes?
What can we do to sustain what's working?
What barriers to implementation are we facing?
What should be our plan of action?

Annually, schools take inventory of resource materials, staff, and funds allocated to determine necessary resource materials and personnel available to meet the needs of students. Resource maps identify gaps, ensuring resources are available and allocated for use by all.

To ensure support systems, small group, and individual needs are met, the PSLT:
Reviews school-wide assessment data on an ongoing basis in order to identify instructional needs across the school and all grade levels; Supports the implementation of high quality instructional practices during core and intervention blocks; Reviews progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains; Communicates school-wide data to PLCs and facilitate problem solving within the content/grade level teams.

The PSLT meets regularly (bi-weekly/monthly). The PSLT meeting calendar is structured around the district's assessment calendar, ensuring opportunities to review assessment outcome data and engage in the problem solving process for appropriate data-driven decisions. Team members include administrator(s), guidance counselor(s), school psychologist, ESE specialist, content area coaches/ specialists, PLC liaisons, others as needed

**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.**

HCPS strategies to advance college and career awareness include: Career interest inventory offered to students through Florida Shines; District College Nights; District Financial Aid Nights; Postsecondary representative visits at high schools; Fieldtrip opportunities for career awareness; Fieldtrip opportunities to technical colleges; and Opportunities for students to take courses within their area of interest at their high school, via virtual school, and through dual enrollment.

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

NA

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: School Culture is a critical area of focus.. | | | | $62,582.54 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 150-Aides | 0120 - Kimbell Elementary School | | 2.0 | $45,320.00 |
| | | | *Notes: 2 Aides to support small group interventions* | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | 5100 | 210-Retirement | 0120 - Kimbell Elementary School | | | $3,838.60 |
| | | | *Notes: 8.47% of 2 Aides* | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | | | $2,809.84 |
| | | | *Notes: 6/2% of 2 Aides FICA* | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | | | $657.14 |
| | | | *Notes: 1.45% of 2 Aides Medicare* | | | |
| | 5100 | 230-Group Insurance | 0120 - Kimbell Elementary School | | | $8,021.64 |
| | | | *Notes: 17.7% of 2 Aides* | | | |
| | 5100 | 240-Workers Compensation | 0120 - Kimbell Elementary School | | | $231.13 |
| | | | *Notes: .51% of 2 Aides* | | | |
| | 7200 | 790-Miscellaneous Expenses | 0120 - Kimbell Elementary School | | | $1,704.19 |
| | | | *Notes: 2.81% of 2 Aides* | | | |
| **2** | **III.A.** | **Areas of Focus: ELA** | | | | **$182,066.87** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 120-Classroom Teachers | 0120 - Kimbell Elementary School | UniSIG | 1.0 | $54,384.00 |
| | | | *Notes: Reading Coach* | | | |
| | 6400 | 210-Retirement | 0120 - Kimbell Elementary School | UniSIG | | $4,606.32 |
| | | | *Notes: 8.47% of Reading Coach* | | | |
| | 6400 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $3,371.81 |
| | | | *Notes: 6.2% of Reading Coach FICA* | | | |
| | 6400 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $788.57 |
| | | | *Notes: 1.45% of Reading Coach Medicare* | | | |
| | 6400 | 230-Group Insurance | 0120 - Kimbell Elementary School | UniSIG | | $9,625.97 |
| | | | *Notes: 17.7% of Reading Coach* | | | |
| | 6400 | 240-Workers Compensation | 0120 - Kimbell Elementary School | UniSIG | | $277.36 |
| | | | *Notes: .51% of Reading Coach* | | | |
| | 6400 | 130-Other Certified Instructional Personnel | 0120 - Kimbell Elementary School | UniSIG | | $880.00 |
| | | | *Notes: Reach Coach Supplement* | | | |

| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
|---|---|---|---|---|---|---|
| | 6400 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $54.56 |
| | | *Notes: 6.2% of Reading Coach Supplement FICA* | | | | |
| | 6400 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $12.76 |
| | | *Notes: 1.45% of Reading Coach Supplement Medicare* | | | | |
| | 6400 | 240-Workers Compensation | 0120 - Kimbell Elementary School | UniSIG | | $4.49 |
| | | *Notes: .51% of Reading Coach Supplement* | | | | |
| | 5100 | 510-Supplies | 0120 - Kimbell Elementary School | UniSIG | | $12,347.87 |
| | | *Notes: Per 5% office supply cap: Classroom Supplies - binders, composition books, book bags, markers, pencils, copy paper, ink, toner..* | | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 0120 - Kimbell Elementary School | UniSIG | | $17,000.00 |
| | | *Notes: Wireless laptops - 35 for classrooms - Targeted intervention and interactive lessons in reading, writing, math, science. 40 laptops for classrooms@$350.00 each CASA 40 @ $75.00* | | | | |
| | 5100 | 520-Textbooks | 0120 - Kimbell Elementary School | UniSIG | | $5,874.09 |
| | | *Notes: The Leader in Me - Posters (40), student books (500) 500 students x $20 a book/ poster/teacher guide. Quote available.* | | | | |
| | 5100 | 120-Classroom Teachers | 0120 - Kimbell Elementary School | UniSIG | | $23,205.07 |
| | | *Notes: Extended Learning Programs 3 Tutors @ $27 an hour for 286 hours* | | | | |
| | 5100 | 210-Retirement | 0120 - Kimbell Elementary School | UniSIG | | $1,965.47 |
| | | *Notes: Extended Learning Programs 3 Tutors @ $27 an hour for 286 hours* | | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $1,438.71 |
| | | *Notes: FICA - Extended Learning Programs 3 Tutors @ $27 an hour for 286 hours* | | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $336.47 |
| | | *Notes: Medicare - Extended Learning Programs 3 Tutors @ $27 an hour for 286 hours* | | | | |
| | 5100 | 240-Workers Compensation | 0120 - Kimbell Elementary School | UniSIG | | $118.35 |
| | | *Notes: Extended Learning Programs 3 Tutors @ $27 an hour for 286 hours* | | | | |
| | 5100 | 310-Professional and Technical Services | 0120 - Kimbell Elementary School | UniSIG | | $45,775.00 |
| | | *Notes: Catapult Learning Reading Intervention Program Tutoring 22 weeks- October-March 4 teachers- 4 days a week Targeted Students- Level 2. Quote available.* | | | | |
| **3** | **III.A.** | **Areas of Focus: Math** | | | | **$56,251.86** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 5100 | 120-Classroom Teachers | 0120 - Kimbell Elementary School | UniSIG | 1.0 | $41,875.87 |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | *Notes: Math Resource Teacher* | | | |
| | 5100 | 210-Retirement | 0120 - Kimbell Elementary School | UniSIG | | $3,546.89 |
| | | | *Notes: 8.47% Math Resource Teacher* | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $2,596.30 |
| | | | *Notes: 6.2% Math Resource Teacher FICA* | | | |
| | 5100 | 220-Social Security | 0120 - Kimbell Elementary School | UniSIG | | $607.20 |
| | | | *Notes: 1.45% Math Resource Teacher Medicare* | | | |
| | 5100 | 230-Group Insurance | 0120 - Kimbell Elementary School | UniSIG | | $7,412.03 |
| | | | *Notes: 17.7% Math Resource Teacher* | | | |
| | 5100 | 240-Workers Compensation | 0120 - Kimbell Elementary School | UniSIG | | $213.57 |
| | | | *Notes: .51% Math Resource Teacher* | | | |
| **4** | **III.A.** | **Areas of Focus: Science** | | | | **$0.00** |
| | | | | | **Total:** | **$305,806.29** |