

Hillsborough County Public Schools

Kenly Elementary School



2019-20 Schoolwide Improvement Plan

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Kenly Elementary School

2909 N 66TH ST, Tampa, FL 33619

[no web address on file]

Demographics

Principal: Jeffrey Cooley

Start Date for this Principal: 6/24/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-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* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students* |
| School Grades History | 2018-19: D (35%) 2017-18: D (37%) 2016-17: C (42%) 2015-16: D (36%) 2014-15: D (38%) |
| 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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School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">95%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">86%</p> |

School Grades History

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

The community of scholars evolving into tomorrow's leaders!

Provide the school's vision statement.

Kenly ensures an equitable education that empowers students to be successful.

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 |
|------------------|-----------|---|
| Wallace, Russell | Principal | Responsible for the school full plant operations and achievement. |

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 | 62 | 61 | 81 | 88 | 93 | 83 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 468 |
| 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 | |

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

Date this data was collected or last updated

Monday 6/24/2019

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 | 1 | 32 | 21 | 28 | 17 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 1 | 0 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 27 | 42 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |

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 | 1 | 0 | 8 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

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 | 1 | 32 | 21 | 28 | 17 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 1 | 0 | 3 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 |
| 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 | 27 | 42 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 113 |

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 | 1 | 0 | 8 | 10 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 32 |

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% | 33% | 52% | 55% |
| ELA Learning Gains | 43% | 55% | 58% | 56% | 55% | 57% |
| ELA Lowest 25th Percentile | 40% | 50% | 53% | 61% | 51% | 52% |
| Math Achievement | 24% | 54% | 63% | 32% | 53% | 61% |

| School Grade Component | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| Math Learning Gains | 36% | 57% | 62% | 44% | 54% | 61% |
| Math Lowest 25th Percentile | 38% | 46% | 51% | 40% | 46% | 51% |
| Science Achievement | 36% | 50% | 53% | 26% | 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 | 62 (0) | 61 (0) | 81 (0) | 88 (0) | 93 (0) | 83 (0) | 468 (0) |
| Attendance below 90 percent | 0 (1) | 0 (32) | 0 (21) | 0 (28) | 0 (17) | 0 (17) | 0 (116) |
| One or more suspensions | 0 (0) | 0 (1) | 0 (0) | 0 (3) | 0 (2) | 0 (3) | 0 (9) |
| 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) | 0 (27) | 0 (42) | 0 (44) | 0 (113) |

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 | 24% | 52% | -28% | 58% | -34% |
| | 2018 | 23% | 53% | -30% | 57% | -34% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 19% | 55% | -36% | 58% | -39% |
| | 2018 | 33% | 55% | -22% | 56% | -23% |
| Same Grade Comparison | | -14% | | | | |
| Cohort Comparison | | -4% | | | | |
| 05 | 2019 | 31% | 54% | -23% | 56% | -25% |
| | 2018 | 33% | 51% | -18% | 55% | -22% |
| Same Grade Comparison | | -2% | | | | |
| Cohort Comparison | | -2% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 17% | 54% | -37% | 62% | -45% |
| | 2018 | 26% | 55% | -29% | 62% | -36% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 04 | 2019 | 22% | 57% | -35% | 64% | -42% |
| | 2018 | 45% | 57% | -12% | 62% | -17% |
| Same Grade Comparison | | -23% | | | | |
| Cohort Comparison | | -4% | | | | |
| 05 | 2019 | 34% | 54% | -20% | 60% | -26% |
| | 2018 | 39% | 54% | -15% | 61% | -22% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | -11% | | | | |

| SCIENCE | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 34% | 51% | -17% | 53% | -19% |
| | 2018 | 37% | 52% | -15% | 55% | -18% |
| Same Grade Comparison | | -3% | | | | |
| 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 | 8 | 28 | 32 | 9 | 30 | 31 | 22 | | | | |
| ELL | 15 | 43 | | 22 | 48 | | | | | | |
| BLK | 21 | 43 | 29 | 19 | 29 | 38 | 28 | | | | |
| HSP | 23 | 45 | 50 | 31 | 46 | | 31 | | | | |
| MUL | 20 | | | 10 | | | | | | | |
| WHT | 43 | 38 | | 36 | 48 | | 64 | | | | |
| FRL | 25 | 42 | 38 | 24 | 35 | 37 | 36 | | | | |

| 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 | 11 | 34 | 35 | 19 | 35 | 31 | | | | | |
| ELL | 26 | 40 | | 32 | 50 | | | | | | |
| BLK | 25 | 36 | 37 | 34 | 48 | 29 | 27 | | | | |
| HSP | 33 | 52 | | 34 | 46 | | 64 | | | | |
| MUL | 19 | | | 31 | | | | | | | |
| WHT | 33 | 42 | | 41 | 58 | | 45 | | | | |
| FRL | 28 | 40 | 38 | 35 | 46 | 27 | 39 | | | | |

| 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 | 2 | 33 | 44 | 7 | 31 | 35 | | | | | |
| ELL | 37 | 60 | | 32 | 40 | | | | | | |
| BLK | 25 | 52 | 67 | 25 | 45 | 48 | 14 | | | | |
| HSP | 43 | 64 | | 34 | 46 | | 31 | | | | |
| WHT | 43 | 55 | | 43 | 35 | | 38 | | | | |
| FRL | 33 | 56 | 60 | 32 | 44 | 41 | 25 | | | | |

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 | 35 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 6 |
| Progress of English Language Learners in Achieving English Language Proficiency | 35 |
| Total Points Earned for the Federal Index | 277 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

Subgroup Data

Students With Disabilities

| | |
|---|-----|
| Federal Index - Students With Disabilities | 23 |
| 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 | 33 |
| 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 | 30 |
| 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 | 37 |
| 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 | 15 |
| Multiracial Students Subgroup Below 41% in the Current Year? | YES |
| 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 | 46 |
| 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 | 34 |
| 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.

Based on Every Student Succeeds Act (ESSA) Multiracial subgroup is the lowest performing subgroup for the Federal Percent of Points Index at 25%.

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

Math decreased from 35% in year 2018 to 24% in 2019. This decline was due to lack of alignment with standards.

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 overall achievement points in math showed the greatest gap. This decline was due to lack of alignment with standards.

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

The lower 25% increased in both ELA and Math. The school developed intervention groups, ELP, Saturday School, math boot camp, and writing boot camp.

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

24 percent of students fall below the 90% attendance rate.

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

1. Solid system for schoolwide discipline.
2. The goal is to increase the end of the year goal for attendance 76% to 80%.
3. MTSS will address math deficiencies and students will attend Saturday and ELP.
4. Coaches will support teachers with planning standards based lessons. Resource teachers will address students in small group.
5. Start boot camps, intervention groups, ELP, and Saturday schools earlier. Walkthroughs to identify trends in the instructional environment to properly accommodate students needs.

Part III: Planning for Improvement

Areas of Focus:

| | |
|---|--|
| #1 | |
| Title | Increase Achievement Performance in All Content Areas |
| Rationale | The subgroups for Every Student Succeeds Act shows that Students With Disabilities, Multiracial, and Black Students are below the 41% Federal Percent of Points Index. |
| State the measurable outcome the school plans to achieve | The school will increase attendance to 90% or higher in order to increase the performance of subgroups. Currently the attendance is 76% for the school. |
| Person responsible for monitoring outcome | Russell Wallace (russell.wallace@hcps.net) |
| Evidence-based Strategy | Tiered-based attendance monitoring. |
| Rationale for Evidence-based Strategy | Student attendance is directly correlated with student academic achievement. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Monitor attendance by subgroup. 2. Provide weekly/monthly incentives and recognition for students with perfect and improved attendance. 3. Set classroom expectations for attendance. |
| Person Responsible | Russell Wallace (russell.wallace@hcps.net) |

| | |
|---|--|
| #2 | |
| Title | Set clear expectations for a systematic approach to planning that leads to Standard aligned focus and instructional delivery. |
| Rationale | Teachers need a systematic way to plan and they need the tools to deliver instruction in an engaging manner. |
| State the measurable outcome the school plans to achieve | Increase overall ELA proficiency and math to 45% and above. Also, the school plans to increase and maintain learning gains in the remaining cells in order to achieve the percent of all possible points at 45%. |
| Person responsible for monitoring outcome | Carisa Spires (carisa.spires@hcps.net) |
| Evidence-based Strategy | Technology will provide students an opportunity to engage in problem-based learning where they develop an understanding of interactive and engaging activities that lead to effective performance in all content areas. Teachers will have a tool for instructional delivery and increased time for purposeful planning. |
| Rationale for Evidence-based Strategy | To improve the performance of all components of Every Student Succeeds Act (ESSA). Based on the data subgroups Black, Multiracial, Students with Disabilities, Economically Disadvantage, and English Language Learners are below 41% of the overall Federal Percent of Points. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. iReady Training August 27th with Curriculum and Associates. 2. Math Teacher Training August 24th with Math Supervisor - Mastering the MAFs. 3. Quality Collaborative Teacher PLC Rounds beginning of the year, mid-year, and end of the year, supported by content coaches 4. Extended Learning Program Wednesday, Thursday, and Saturday that are three week sessions. 5. PBIS implementation with fidelity and Positive Behavior Student Rewards to encourage and celebrate students' engagement in learning. 6. Provide Mimios for classrooms to increase student engagement. 7. Utilize DRAs to aide in efficient progress monitoring. 8. Provide additional, collaborative planning and unpacking of standards to drive instruction with the support of content coaches. 9. Thinking Core ELA PD on pushing teachers' understanding of the ELA standards, and delivery of effective close reading and writing lessons. |
| Person Responsible | Carisa Spires (carisa.spires@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).

1. Solid system for schoolwide discipline.
2. The goal is to increase the end of the year goal for attendance 76% to 90%.
3. MTSS will address deficiencies and students will attend Saturday and ELP.
4. Coaches will support teachers with planning standards based lessons. Resource teachers will address

students in small group.

5. Start boot camps, intervention groups, ELP, and Saturday schools earlier. Walkthroughs to identify trends in the instructional environment to properly accommodate students needs.

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 school organizes a variety of activities throughout the year for all stakeholders such as Back to School Bash, Parent Orientation, SMATH Night Winter Carnival, Reading Night, FSA Night, PTA Spirit Night, Volunteer Breakfast, Great American Teach-in, business partners, All Pro Dads, and more.

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.

The Great American Teach-in annual event and Junior Achievement support college and career awareness.

Part V: Budget

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

| 1 | III.A. | Areas of Focus: Increase Achievement Performance in All Content Areas | | | | \$135,402.25 |
|----------|---|---|----------------|-----|-------------|--------------|
| Function | Object | Budget Focus | Funding Source | FTE | 2019-20 | |
| 5100 | 310-Professional and Technical Services | 2201 - Kenly Elementary School | UniSIG | | \$45,775.00 | |
| | | <i>Notes: Catapult Learning Reading Intervention Program-Tutoring 22 Weeks October - March 4 teachers - 4 days a week Targeted Students -Level 2</i> | | | | |
| 5100 | 510-Supplies | 2201 - Kenly Elementary School | UniSIG | | \$1,401.25 | |
| | | <i>Notes: Per 5% ofc sup cap: Classroom supplies for teacher use for direct instruction with students</i> | | | | |
| 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 2201 - Kenly Elementary School | UniSIG | | \$6,291.00 | |
| | | <i>Notes: Mimio Teach Description 1762262 9 @ 699.00 MimioTeach interactive system will turn our dry-erase boards into an interactive whiteboard for students' learning to be enhanced.</i> | | | | |
| 6400 | 120-Classroom Teachers | 2201 - Kenly Elementary School | UniSIG | | \$2,310.00 | |
| | | <i>Notes: Mastering the MAFS Through Effective Teaching Practices. Teachers will engage in tasks related to the conceptual understanding of the four operations. Teachers will investigate the progression of the operations from K-5 using the Mathematics Florida Standards (MAFS) as a guiding tool. The Mathematics Teaching Practices (MTPs), authored by the National Council of Teachers of Mathematics, will be used to connect mathematics content to effective teaching practices. Participants will leave with the confidence and tools to implement new instructional strategies into their lessons connected to the operations and algebraic thinking standards. 22 Participants @ 7 Hours of training at \$15.00 Per Hour</i> | | | | |
| 6400 | 120-Classroom Teachers | 2201 - Kenly Elementary School | UniSIG | | \$2,310.00 | |
| | | <i>Notes: Seven-hour PD session that focuses on pushing teachers' understanding of the ELA standards. The consultant will assist teachers in using Thinking Core's activity guides to plan lessons and units of study; teachers will also benefit from learning to use College & Career Ready Blueprints by grade level which provide language prompts and informational charts that contain essential questions and help plan and deliver effective close reading and writing lessons. 22 participants x 7 hours of training @\$15.00 per hour</i> | | | | |
| 6300 | 120-Classroom Teachers | 2201 - Kenly Elementary School | UniSIG | | \$53,651.72 | |

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|------|--------------------------|--------------------------------|--|--|------------|--|
| | | | <i>Notes: T-pay for 44 teachers X 35 hours X \$35/hr for collaborative planning and unpacking the standards to drive instruction with the support of content coaches.</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$143.22 | |
| | | | <i>Notes: FICA - Mastering the MAFS Through Effective Teaching Practices. Teachers will engage in tasks related to the conceptual understanding of the four operations. Teachers will investigate the progression of the operations from K-5 using the Mathematics Florida Standards (MAFS) as a guiding tool. The Mathematics Teaching Practices (MTPs), authored by the National Council of Teachers of Mathematics, will be used to connect mathematics content to effective teaching practices. Participants will leave with the confidence and tools to implement new instructional strategies into their lessons connected to the operations and algebraic thinking standards. 22 Participants @ 7 Hours of training at \$15.00 Per Hour</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$33.50 | |
| | | | <i>Notes: Medicare - Mastering the MAFS Through Effective Teaching Practices. Teachers will engage in tasks related to the conceptual understanding of the four operations. Teachers will investigate the progression of the operations from K-5 using the Mathematics Florida Standards (MAFS) as a guiding tool. The Mathematics Teaching Practices (MTPs), authored by the National Council of Teachers of Mathematics, will be used to connect mathematics content to effective teaching practices. Participants will leave with the confidence and tools to implement new instructional strategies into their lessons connected to the operations and algebraic thinking standards. 22 Participants @ 7 Hours of training at \$15.00 Per Hour</i> | | | |
| 6400 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$11.78 | |
| | | | <i>Notes: Mastering the MAFS Through Effective Teaching Practices. Teachers will engage in tasks related to the conceptual understanding of the four operations. Teachers will investigate the progression of the operations from K-5 using the Mathematics Florida Standards (MAFS) as a guiding tool. The Mathematics Teaching Practices (MTPs), authored by the National Council of Teachers of Mathematics, will be used to connect mathematics content to effective teaching practices. Participants will leave with the confidence and tools to implement new instructional strategies into their lessons connected to the operations and algebraic thinking standards. 22 Participants @ 7 Hours of training at \$15.00 Per Hour</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$143.22 | |
| | | | <i>Notes: FICA - Seven-hour PD session that focuses on pushing teachers' understanding of the ELA standards. The consultant will assist teachers in using Thinking Core's activity guides to plan lessons and units of study; teachers will also benefit from learning to use College & Career Ready Blueprints by grade level which provide language prompts and informational charts that contain essential questions and help plan and deliver effective close reading and writing lessons. 22 participants x 7 hours of training @\$15.00 per hour</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$33.50 | |
| | | | <i>Notes: Medicare - Seven-hour PD session that focuses on pushing teachers' understanding of the ELA standards. The consultant will assist teachers in using Thinking Core's activity guides to plan lessons and units of study; teachers will also benefit from learning to use College & Career Ready Blueprints by grade level which provide language prompts and informational charts that contain essential questions and help plan and deliver effective close reading and writing lessons. 22 participants x 7 hours of training @\$15.00 per hour</i> | | | |
| 6400 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$11.78 | |
| | | | <i>Notes: Seven-hour PD session that focuses on pushing teachers' understanding of the ELA standards. The consultant will assist teachers in using Thinking Core's activity guides to plan lessons and units of study; teachers will also benefit from learning to use College & Career Ready Blueprints by grade level which provide language prompts and informational charts that contain essential questions and help plan and deliver effective close reading and writing lessons. 22 participants x 7 hours of training @\$15.00 per hour</i> | | | |
| 6300 | 210-Retirement | 2201 - Kenly Elementary School | UniSIG | | \$4,544.30 | |

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|----------|---------------|--|--|----------------|-----|---------------------|
| | | | <i>Notes: T-pay for 44 teachers X 35 hours X \$35/hr for collaborative planning and unpacking the standards to drive instruction with the support of content coaches</i> | | | |
| | 6300 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$3,326.41 |
| | | | <i>Notes: FICA - T-pay for 44 teachers X 35 hours X \$35/hr for collaborative planning and unpacking the standards to drive instruction with the support of content coaches</i> | | | |
| | 6300 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$777.95 |
| | | | <i>Notes: Medicare - T-pay for 44 teachers X 35 hours X \$35/hr for collaborative planning and unpacking the standards to drive instruction with the support of content coaches</i> | | | |
| | 6300 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$273.62 |
| | | | <i>Notes: T-pay for 44 teachers X 35 hours X \$35/hr for collaborative planning and unpacking the standards to drive instruction with the support of content coaches</i> | | | |
| | | | 2201 - Kenly Elementary School | | | \$0.00 |
| | | | <i>Notes: Catapult Learning Reading Intervention Program- Tutoring 22 Weeks October -March 4 Teachers -4 days a week Targeted Students Level 2 Students will received additional push in services to support their mastery of reading strategies, vocabulary, and comprehension.</i> | | | |
| | 5100 | 649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment | 2201 - Kenly Elementary School | UniSIG | | \$14,364.00 |
| | | | <i>Notes: Epson Powerlite S39 Projectors 38 @\$378.00 each = \$14,364.00 Projectors will allow students to view standard lesson materials on the screen in a highly organized manner. Teachers will not be bound to dry erase boards.</i> | | | |
| | | | 2201 - Kenly Elementary School | | | \$0.00 |
| 2 | III.A. | Areas of Focus: Set clear expectations for a systematic approach to planning that leads to Standard aligned focus and instructional delivery. | | | | \$113,458.12 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2019-20 |
| | 6400 | 120-Classroom Teachers | 2201 - Kenly Elementary School | UniSIG | 1.0 | \$45,502.40 |
| | | | <i>Notes: Reading Coach</i> | | | |
| | 6400 | 210-Retirement | 2201 - Kenly Elementary School | UniSIG | | \$3,854.05 |
| | | | <i>Notes: 8.47% of Reading Coach</i> | | | |
| | 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$2,821.15 |
| | | | <i>Notes: 6.2% of Reading Coach FICA</i> | | | |
| | 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$659.78 |
| | | | <i>Notes: 1.45% of Reading Coach Medicare</i> | | | |
| | 6400 | 230-Group Insurance | 2201 - Kenly Elementary School | UniSIG | | \$8,053.93 |
| | | | <i>Notes: 17.7% of Reading Coach</i> | | | |
| | 6400 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$232.06 |

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|---------------|---|--------------------------------|--|-----|---------------------|--|
| | | | <i>Notes: .51% of Reading Coach</i> | | | |
| 6400 | 130-Other Certified Instructional Personnel | 2201 - Kenly Elementary School | UniSIG | | \$880.00 | |
| | | | <i>Notes: Reading Coach Supplement</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$54.56 | |
| | | | <i>Notes: 6.2% of Supplement FICA</i> | | | |
| 6400 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$12.76 | |
| | | | <i>Notes: 1.45% of Supplement</i> | | | |
| 6400 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$4.49 | |
| | | | <i>Notes: .51% of Supplement</i> | | | |
| 5100 | 120-Classroom Teachers | 2201 - Kenly Elementary School | UniSIG | 1.0 | \$38,251.28 | |
| | | | <i>Notes: Reading Resource Teacher</i> | | | |
| 5100 | 210-Retirement | 2201 - Kenly Elementary School | UniSIG | | \$3,239.88 | |
| | | | <i>Notes: 8.47% of Reading Resource Teacher</i> | | | |
| 5100 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$2,371.58 | |
| | | | <i>Notes: 6.2% of Reading Resource Teacher FICA</i> | | | |
| 5100 | 220-Social Security | 2201 - Kenly Elementary School | UniSIG | | \$554.64 | |
| | | | <i>Notes: 1.45% of Reading Resource Teacher Medicare</i> | | | |
| 5100 | 230-Group Insurance | 2201 - Kenly Elementary School | UniSIG | | \$6,770.48 | |
| | | | <i>Notes: 17.7% of Reading Resource Teacher</i> | | | |
| 5100 | 240-Workers Compensation | 2201 - Kenly Elementary School | UniSIG | | \$195.08 | |
| | | | <i>Notes: .51% of Reading Resource Teacher</i> | | | |
| Total: | | | | | \$256,129.50 | |