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

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	86%

School Grades History

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

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SIP Authority

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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	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	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, § 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
		Notes: Catapult Learning Reading Intervention Program-Tutoring 22 Weeks October - March 4 teachers - 4 days a week Targeted Students -Level 2				
	5100	510-Supplies	2201 - Kenly Elementary School	UniSIG		$1,401.25
		Notes: Per 5% ofc sup cap: Classroom supplies for teacher use for direct instruction with students				
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	2201 - Kenly Elementary School	UniSIG		$6,291.00
		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.				
	6400	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		$2,310.00
		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				
	6400	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		$2,310.00
		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				
	6300	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		$53,651.72

			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.			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$143.22
			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			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$33.50
			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			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$11.78
			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			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$143.22
			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			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$33.50
			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			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$11.78
			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			
	6300	210-Retirement	2201 - Kenly Elementary School	UniSIG		$4,544.30

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			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			
	6300	220-Social Security	2201 - Kenly Elementary School	UniSIG		$3,326.41
			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			
	6300	220-Social Security	2201 - Kenly Elementary School	UniSIG		$777.95
			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			
	6300	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$273.62
			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			
			2201 - Kenly Elementary School			$0.00
			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.			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	2201 - Kenly Elementary School	UniSIG		$14,364.00
			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.			
			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
			Notes: Reading Coach			
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG		$3,854.05
			Notes: 8.47% of Reading Coach			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$2,821.15
			Notes: 6.2% of Reading Coach FICA			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$659.78
			Notes: 1.45% of Reading Coach Medicare			
	6400	230-Group Insurance	2201 - Kenly Elementary School	UniSIG		$8,053.93
			Notes: 17.7% of Reading Coach			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$232.06

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