Kingsford Elementary School

2019-20 Schoolwide Improvement Plan

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Kingsford Elementary School

1400 DEAN ST, Mulberry, FL 33860

http://schools.polk-fl.net/kingsford

Demographics

Principal: Cindy Franks   Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Closed: 2021-06-30
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	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	0%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: D (40%) 2017-18: C (49%) 2016-17: C (44%) 2015-16: C (43%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
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 Polk 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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

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SIP Authority

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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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Kingsford Elementary we are committed to providing a diverse, collaborative, high quality education for all students.

Provide the school's vision statement.

Kingsford Vision for Rigorous Learning:
Kingsford Elementary provides a positive environment that is challenging and encourages student-led collaboration, high engagement, critical thinking, problem solving, and creativity. We celebrate productive struggle on the way to success!

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
Bizerra, Sue	Principal	
Hernandez , Clair	Other	
Santangelo, Amy	Assistant Principal	
Hurd, Laura	Instructional Coach	ELA Coach
Croy, Carmen	Instructional Media	
Lamb, Ashlee	Instructional Coach	
Barnhill, Susan	School Counselor	
Wilbur, Nina	Teacher, K-12	Title 1 Interventionist

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	44	116	83	108	90	99	0	0	0	0	0	0	0	540
Attendance below 90 percent	3	21	14	9	4	15	0	0	0	0	0	0	0	66
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	7	8	23	15	18	0	0	0	0	0	0	0	71
Level 1 on statewide assessment	0	0	0	12	35	41	0	0	0	0	0	0	0	88

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	3	1	5	4	4	0	0	0	0	0	0	0	17

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	2	0	12	0	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

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

31

Date this data was collected or last updated

Wednesday 7/24/2019

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	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	

Prior Year - Updated

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

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

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

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

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	51%	57%	40%	51%	55%
ELA Learning Gains	44%	51%	58%	41%	53%	57%
ELA Lowest 25th Percentile	35%	49%	53%	43%	50%	52%
Math Achievement	46%	57%	63%	57%	58%	61%
Math Learning Gains	42%	56%	62%	49%	57%	61%
Math Lowest 25th Percentile	33%	47%	51%	40%	49%	51%
Science Achievement	35%	47%	53%	36%	46%	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	44 (0)	116 (0)	83 (0)	108 (0)	90 (0)	99 (0)	540 (0)
Attendance below 90 percent	3 (0)	21 (0)	14 (0)	9 (0)	4 (0)	15 (0)	66 (0)
One or more suspensions	0 (0)	0 (0)	1 (0)	0 (0)	0 (0)	1 (0)	2 (0)
Course failure in ELA or Math	0 (0)	7 (0)	8 (0)	23 (0)	15 (0)	18 (0)	71 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (0)	35 (0)	41 (0)	88 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	52%	-10%	58%	-16%
	2018	40%	51%	-11%	57%	-17%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	36%	48%	-12%	58%	-22%
	2018	51%	48%	3%	56%	-5%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-15%				
Cohort Comparison		-4%				
05	2019	43%	47%	-4%	56%	-13%
	2018	41%	50%	-9%	55%	-14%
Same Grade Comparison		2%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	56%	-5%	62%	-11%
	2018	49%	56%	-7%	62%	-13%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	52%	56%	-4%	64%	-12%
	2018	55%	57%	-2%	62%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		3%				
05	2019	30%	51%	-21%	60%	-30%
	2018	51%	56%	-5%	61%	-10%
Same Grade Comparison		-21%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	32%	45%	-13%	53%	-21%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-1%				
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	16	28	26	22	34	27	25				
ELL	38	41	42	47	35	31	23				
BLK	48	47		30	35		50				
HSP	42	43	40	48	39	34	27				
WHT	54	48	23	47	56	30	53				
FRL	41	42	33	43	39	29	26				

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	13	46	44	24	37	33	8				
ELL	40	58	58	53	45	39	29				
BLK	60	71		39	62						
HSP	42	57	59	56	44	38	34				
WHT	61	57		59	56	36	50				
FRL	44	56	57	52	46	39	34				

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	8	29	40	19	34	37	10				
ELL	27	36	48	52	51	42	17				
BLK	50			50							
HSP	34	42	52	56	53	43	31				
WHT	56	39		61	43	20	42				
FRL	38	44	51	55	50	38	33				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	350
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	44
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	40
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.

According to ESSA, SWD was our lowest sub-group with only 27% proficient. According to School Grade, our Low 25% Learning Gains for both ELA and Math were lowest, with 35% for ELA and 33% for Math. Also Science continued low at 35% proficient.
Trends: Science has been between 35%-37% for the past 3 years. Low 25% Learning Gains for Math have been in the 30's for 3 of the past 4 years.
Contributing Factor: With a school wide emphasis on students working in collaborative teams on challenging tasks, many times the team work took up the entire academic block, resulting in less time for small group work to support the students who needed additional assistance.

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

Learning Gains in Reading showed the greatest decline, going from 57% to 44% for overall LG, and from 57% to 35% for Low 25% LG. The reduced time for small group work was probably the greatest contributing factor.

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.

5th grade Math scored 30% proficient compared to State at 60%. 4th grade ELA scored 36% proficient compared to State at 58%. We were surprised at 5th grade Math scores and expected higher based on STAR projections. However, 1 of the 3 teachers was new to teaching 5th grade Math. One of the 2 teachers teaching 4th grade ELA was also new. Again, the reduction in small group time affected overall proficiency as well as growth.

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

3rd and 5th ELA both showed a 2% gain for proficiency from the 2018 scores. 3rd Math also showed a 2% gain in proficiency.

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

We have 66 students with less than 90% attendance that are a concern.

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

1. Consistent, targeted small group instruction
2. Consistent use of data to monitor growth of low 25% and adjust interventions accordingly. Similarly monitor growth of all 4th and 5th grade students
3. Continued implementation of LSI initiatives with student teaming and use of success criteria to monitor mastery of standards
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Consistent, targeted small group instruction for Students with Disabilities
Rationale	Our SWD students improved in proficiency on all tests compared to 2018, but still are are very low at the 27% threshold for ESSA. The increases in proficiency from 2018-2019 are as follows: ELA 11.9%-14.5%, Math 23.7%-24.2%, and Science 6.7%-22.2%.
State the measurable outcome the school plans to achieve	Our SWD students will increase their ESSA average by 8 points to 35%.
Person responsible for monitoring outcome	Sue Bizerra (sue.bizerra@polk-fl.net)
Evidence-based Strategy	Three of the ESE teachers will work in the inclusion model in small group instruction during block time. They will work with students struggling the most with more targeted interventions during Power Hour. Paraprofessionals will work with students during Power Hour using scripted programs based on ability level. Progress monitoring results will be reviewed every two weeks to determine progress or need for further interventions. In addition, after school tutoring will be offered to 30 students 2 days/week for 21 weeks.
Rationale for Evidence-based Strategy	Students generally progress more quickly in an inclusion setting with appropriate supports. With the ESE teachers and paraprofessionals working together, the appropriate supports can be consistently provided. Bi-weekly progress monitoring will allow prompt alignment of interventions for the most success.
Action Step	
Description	1. Schedule the three ESE teachers and all paraprofessionals during small group time and Power Hour 2. Purchase additional sets of Wonder Works materials for use in Power Hour 3. Schedule bi-weekly progress monitoring reviews for SWD students 4. Hold after school tutoring for 30 SWD students 2 days/week for 22 weeks
Person Responsible	Sue Bizerra (sue.bizerra@polk-fl.net)

#2	
Title	Consistent, targeted small group instruction for Economically Disadvantaged Students
Rationale	Our Economically Disadvantaged Students dropped in proficiency levels on all 3 exams from 2018 to 2019, and fell just below the threshold at 40%. The decreases in proficiency from 2018-2019 are as follows: ELA 39.8%-36.4%, Math 49.6%-41.9%, and Science 33.3%-24.4%. Additionally, the ESSA threshold for English Language Learners was 41%, African Americans were at 42%, and Hispanics at 43%, so a large percentage of students are at unacceptably low levels.

State the measurable outcome the school plans to achieve	Our ED students will increase their ESSA average by 6 points to 46%, an the ELLs, African Americans and Hispanics will also increase to between 46%-50%.
Person responsible for monitoring outcome	Sue Bizerra (sue.bizerra@polk-fl.net)
Evidence-based Strategy	Resource teachers and paraprofessionals will work in classrooms during small group instruction and Power Hour. Paraprofessionals will work with students during Power Hour using scripted programs based on ability level. Progress monitoring results will be reviewed monthly to determine progress or need for further interventions. An additional Reading Interventionist position has been added and both Interventionists will work with small groups as well as coordinating monthly grade level MTSS meetings to monitor student progress. An additional Math/Science Resource teacher will be added to help with planning and small group instruction.
Rationale for Evidence-based Strategy	Consistent, targeted interventions in small group settings allow for immediate clarification of misconceptions along with immediate re-teaching to support students in mastering the standards.

Action Step	
Description	1. Hire additional Reading Interventionist to have a K-2 and 3-5 Interventionist 2. Hire additional Math/Science Interventionist 3. Hire two permanent substitute teachers to work with small group instruction 4. Purchase Reading Wonders Social Studies Leveled Readers for each teacher 5. Purchase I Ready materials and LLI materials for use in Power Hour and small group instruction 6. Purchase weekly magazines with a social studies and/or science focus for grades K-4 from Studies Weekly, Weekly Reader, Time for Kids and Scholastic.
Person Responsible	Sue Bizerra (sue.bizerra@polk-fl.net)

#3	
Title	Focus on student mastery of science standards at each grade level
Rationale	Science scores were lower than expected for this year. 4th grade teachers completed the entire curriculum for the first time in several years, so that should help 5th grade science scores this year. Teachers will be reminded to balance teaming and hands on learning time with time for student reflection through their interactive journals.
State the measurable outcome the school plans to achieve	5th grade science scores on FCAT Science Assessment will increase from 35% proficient to 45% proficient. Quarterly assessment results for 3rd-5th grades should meet district averages.
Person responsible for monitoring outcome	Sue Bizerra (sue.bizerra@polk-fl.net)
Evidence-based Strategy	Additional science equipment will allow for more intensive and engaging hand-on science investigations at all grade levels. Use of science leveled readers during Power Hour will help build a strong foundation for understanding science concepts. After school Science Boot Camp for 5th graders will provide time for interventions to help students master science concepts. Extended STEM activities will build a stronger science foundation across grade levels.
Rationale for Evidence-based Strategy	The more time on task with science-based reading, hands-on investigations, and reflective writing across all grade levels, the stronger foundation in science the students will build over the years. Special emphasis will be given to tested standards that are not taught in 5th grade.
Action Step	
Description	1. Organize Science leveled readers by concept and use them during Power Hour at all grade levels 2. Make colored vocabulary cards for 5th and 4th grade key science vocabulary 3. Purchase science equipment to have resources for all science lab investigations 4. Purchase lab coats for all 4th and 5th grade science teachers as well as one lab coat for each class for a designated student lab assistant 5. Provide after school Science Boot Camp for 5th grade students 6. Have extended STEM activities at each grade level, including written reflections, on early release Wednesdays
Person Responsible	[no one identified]

#4	
Title	Extended opportunities for students and Professional Development for teachers
Rationale	Due to the high poverty rate, many students lack experiences beyond their neighborhoods. Students benefit from teachers involved with professional development who bring more effective instructional methods into the classroom.

State the measurable outcome the school plans to achieve	By providing extra resources for students and teachers, we will reach our 2020 school grade targets: ELA and Math proficiency at 55%, Science proficiency at 45%, learning gains in ELA and Math at 55%, learning gains of the lowest 25% in ELA and Math at 45%. This will result in a school grade of 50% - C.
Person responsible for monitoring outcome	Sue Bizerra (sue.bizerra@polk-fl.net)
Evidence-based Strategy	Providing students with opportunities to work with a variety of resources and have educational experiences outside the classroom will broaden the background knowledge they bring to their learning. Providing teachers with opportunities to broaden their knowledge base and share with colleagues will help increase their productivity in the classroom.
Rationale for Evidence-based Strategy	Extended opportunities for students and teachers are one of the keys for student growth toward proficiency and beyond.

Action Step	
Description	1. Title 1 funds will pay for an ELA Coach and a Math Coach to support teachers through planning, coaching, finding resources, and anything else as needed. 2. Extended planning days allow for in-depth, long range planning to ensure a cohesive instructional approach. Substitute teachers will cover for teachers during extended planning. 3. Purchase primary writing journals for K and 1st, and Reading Wonders handwriting for K, to assist students with developing writing skills. Additional supplies to enhance instruction include individual student white boards, large chart paper, and others as needed. 4. Library books will be purchased to support our strong circulation numbers and high AR percentages. Additionally, the One Book/One School initiative will combine purchase of "Charlotte's Web" with additional items to encourage participation in the school-wide reading event. 5. A subscription to Brain Pop and Brain Pop Jr for access to additional instructional resources. 6. Transportation and admission for one major educational field trip for each grade level. 7. Conference costs for two people to attend the FETC Conference and learn about instructional technology possibilities for our students. Conference costs for the LSI Conference to learn about high yield instructional strategies. 8. Pay teachers to stay after school hours for two separate family conference events in October and January 9. Hold summer planning session with Leadership Team to plan for 2020-2021. 10. Purchase books for teacher professional development.

Person Responsible   Sue Bizerra (sue.bizerra@polk-fl.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) The consistent focus on small group instruction in ELA and Math should help increase proficiency and learning gains.
2) We will continue implementation of Academic Teaming and Success Criteria to help guide students and teachers in determining their mastery of the target/standard.
3) Planning days will be structured to allow for planning for two weeks of instruction every other week (ELA one week and Math/Science the other). The second PLC day each week will be used to work through upcoming student tasks and determine appropriate guiding questions, to examine student work on completed tasks to determine level of mastery and need for interventions or re-teaching, and to look at progress monitoring data.

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.

Varied family involvement activities are planned throughout the year to encourage family participation in our children's education, such as grade level Open Houses, ESOL/Migrant family night, parent conference nights and other family events focusing on reading, math and other curriculum areas. Teachers enhance communication with families through face to face meetings, students agendas, phone calls, and Class Dojo to discuss positive reports, academic and behavior concerns, progress monitoring data, and extended learning opportunities (tutoring, community resources, and online programs). Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students. This Plan is published on the school website and is available in the front office.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups. Students with extensive needs are referred to a mental health counselor. A grief counselor is available for students who have suffered a recent loss of a family member. Social emotional goals are established for all students who have an IEP. Our school also utilizes the following resources: Champs, PBIS, Sanford Harmony, Mindful Schools, Drum Beats, and in-school mentoring.

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

Pre-school students visit the kindergarten classrooms prior to the end of the school year to learn of expectations and procedures. The Pre-K liaison communicates with parents to ensure they are successful at school. Our Pre-K teachers also meet with our kindergarten teachers for vertical articulation sessions. In addition, local Pre-K program, RCMA, brings their incoming K students to visit K classes for one morning.

Our migrant advocate and liaison communicates with local families to enroll students in Pre-K and K-5 and connect them with resources; she also assists incoming migrant students at all grade levels as they arrive. The ESOL Department assists in the completion of all paperwork for student transitions between one school to another.

When students transition to Middle School, they are all transported to the school for a welcome and preview. In addition, students are invited to come with their families for an evening welcome and preview, and transition meetings are held for all SWD students to facilitate their seamless transition to Middle School.

All 5th grade students visit the WE3 Expo where they can see varied career academies available in Polk County Middle and High Schools.

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.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
• Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.
o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school's SIP.
The Head Start program is designed to prepare students from low socioeconomic backgrounds for Kindergarten.

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

Kingsford participates in the Great American Teach-in each year to promote career awareness among our students and to invite businesses and community organizations to visit the school and interact with our students. Students in grades 4-5 are encouraged to contact professionals from a variety of arenas to seek information for varied projects.
We also participate in and send 5th grade students to the WE3 Expo to learn about varied career learning opportunities in our secondary schools.

Part V: Budget

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

1	III.A.	Areas of Focus: Consistent, targeted small group instruction for Students with Disabilities				$174,385.16
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	1151 - Kingsford Elementary School	UniSIG		$68,160.00
		Notes: Recruitment/Retention Stipend				
	5100	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$8,000.00
		Notes: Recruitment/Retention Stipend				
	5100	150-Aides	1151 - Kingsford Elementary School	UniSIG		$8,000.00
		Notes: Recruitment/Retention Stipend				
	5100	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$6,438.24
		Notes: Recruitment/Retention Stipend				
	5100	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$159.90
		Notes: Recruitment/Retention Stipend				
	5200	120-Classroom Teachers	1151 - Kingsford Elementary School	UniSIG		$21,600.00
		Notes: Recruitment/Retention Stipend				
	5200	150-Aides	1151 - Kingsford Elementary School	UniSIG		$2,000.00
		Notes: Recruitment/Retention Stipend				
	5200	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$1,805.40
		Notes: Recruitment/Retention Stipend				
	5200	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$44.84
		Notes: Recruitment/Retention Stipend				

	5500	150-Aides	1151 - Kingsford Elementary School	UniSIG		$1,000.00
			Notes: Recruitment/Retention Stipend			
	5500	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$76.50
			Notes: Recruitment/Retention Stipend			
	5500	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$1.90
			Notes: Recruitment/Retention Stipend			
	6120	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipend			
	6120	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$306.00
			Notes: Recruitment/Retention Stipend			
	6120	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$7.60
			Notes: Recruitment/Retention Stipend			
	6200	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipend			
	6200	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$306.00
			Notes: Recruitment/Retention Stipend			
	6200	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$7.60
			Notes: Recruitment/Retention Stipend			
	6400	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipend			
	6400	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$612.00
			Notes: Recruitment/Retention Stipend			
	6400	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$15.20
			Notes: Recruitment/Retention Stipend			
	7300	110-Administrators	1151 - Kingsford Elementary School	UniSIG		$8,000.00
			Notes: Recruitment/Retention Stipend			
	7300	160-Other Support Personnel	1151 - Kingsford Elementary School	UniSIG		$4,000.00
			Notes: Recruitment/Retention Stipend			

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$918.00
		Notes: Recruitment/Retention Stipend				
	7300	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$22.80
		Notes: Recruitment/Retention Stipend				
	5100	510-Supplies	1151 - Kingsford Elementary School	UniSIG		$1,700.00
		Notes: Reading Wonders Wonder Works student materials for intensive interventions				
	5900	790-Miscellaneous Expenses	1151 - Kingsford Elementary School	UniSIG		$4,500.00
		Notes: After school tutoring transportation				
	5900	120-Classroom Teachers	1151 - Kingsford Elementary School	UniSIG		$12,800.00
		Notes: Stipends to teachers to provide supplementary after school, before school or Saturday tutoring				
	5900	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$5,000.00
		Notes: Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring				
	5900	210-Retirement	1151 - Kingsford Elementary School	UniSIG		$1,507.66
		Notes: Retirement				
	5900	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$1,361.70
		Notes: SS				
	5900	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$33.82
		Notes: WC				
2	III.A.	**Areas of Focus: Consistent, targeted small group instruction for Economically Disadvantaged Students**				**$156,019.07**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	310-Professional and Technical Services	1151 - Kingsford Elementary School	UniSIG		$35,904.00
		Notes: 2 Intervention substitutes - will work with small group of students on a regular basis under the direct supervision of a teacher				
	5100	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG	1.0	$50,985.00
		Notes: Math/Science Interventionist - provide interventions to students during small group instruction.				
	5900	510-Supplies	1151 - Kingsford Elementary School	UniSIG		$10,619.00
		Notes: Ready Florida student materials and teacher resource materials for intervention work				
	5100	510-Supplies	1151 - Kingsford Elementary School	UniSIG		$25,000.00

			Notes: Purchase Reading Wonders Social Studies leveled text sets for each 1st-5th grade teacher			
	6400	330-Travel	1151 - Kingsford Elementary School	UniSIG		$8,000.00
			Notes: 2020 LSI Conference for 10 participants in Orlando			
	6200	610-Library Books	1151 - Kingsford Elementary School	UniSIG		$3,975.95
			Notes: Media Center books			
	5100	210-Retirement	1151 - Kingsford Elementary School	UniSIG		$4,318.43
			Notes: Retirement for Interventionist			
	5100	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$3,900.35
			Notes: SS for Interventionist			
	5100	231-Health and Hospitalization	1151 - Kingsford Elementary School	UniSIG		$9,048.00
			Notes: Health Ins for Interventionist			
	5100	232-Life Insurance	1151 - Kingsford Elementary School	UniSIG		$19.20
			Notes: Life Ins for Interventionist			
	5100	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$96.87
			Notes: WC for Interventionist			
	6300	120-Classroom Teachers	1151 - Kingsford Elementary School	UniSIG		$2,650.00
			Notes: Stipends for Classroom Teachers participating in curriculum planning after contact hours			
	6300	130-Other Certified Instructional Personnel	1151 - Kingsford Elementary School	UniSIG		$920.00
			Notes: Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists			
	6300	210-Retirement	1151 - Kingsford Elementary School	UniSIG		$302.38
			Notes: Retirement			
	6300	220-Social Security	1151 - Kingsford Elementary School	UniSIG		$273.11
			Notes: SS			
	6300	240-Workers Compensation	1151 - Kingsford Elementary School	UniSIG		$6.78
			Notes: SS			
3	**III.A.**	**Areas of Focus: Focus on student mastery of science standards at each grade level**				**$17,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	359-Technology-Related Repairs and Maintenance	1151 - Kingsford Elementary School	Title, I Part A		$1,000.00
		Notes: Colored ink and card stock to print science vocabulary cards				
	5100	700-Other Expenses	1151 - Kingsford Elementary School	Title, I Part A		$7,000.00
		Notes: Purchase science equipment for students to perform hands-on science investigations				
	5100	120-Classroom Teachers	1151 - Kingsford Elementary School	Title, I Part A		$5,000.00
		Notes: Pay 3 teachers for after school Science Boot Camp for 30 students for 18 days				
	5100	330-Travel	1151 - Kingsford Elementary School	Title, I Part A		$4,000.00
		Notes: Pay for 2 buses for Science Boot Camp				
4	**III.A.**	**Areas of Focus: Extended opportunities for students and Professional Development for teachers**				**$129,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	1151 - Kingsford Elementary School	Title II		$129,000.00
		Notes: Salaries for ELA Coach and Math Coach				
					Total:	**$487,009.63**