

Polk County Public Schools

Kathleen Elementary School



2019-20 Schoolwide Improvement Plan

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Kathleen Elementary School

3515 SHERETZ RD, Lakeland, FL 33810

<http://schools.polk-fl.net/kathleenel>

Demographics

Principal: Tracie Upton

Start Date for this Principal: 7/15/2019

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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (45%) 2016-17: D (39%) 2015-16: C (42%) 2014-15: D (33%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	TS&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

<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;">100%</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;">50%</p>

School Grades History

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

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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.

Our mission is to partner with our school community to ensure that all children build a strong academic foundation, develop the desire to learn, and grow in self-confidence and compassion through a challenging curriculum which nurtures each student's abilities. Our teachers and staff will identify the needs of every student to provide them with support to meet their full potential. We will promote self-discipline through character building and ensure high quality instruction to develop students who will become productive members of society.

Provide the school's vision statement.

Kathleen Elementary will take a collaborative approach with all school community members to ensure every child performs to their full potential.

Cougars will act with integrity and push for excellence in teaching and learning!

Persevere
Respectful
Integrity
Dependable
Encouraging
!

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
Lewis, Nadia	Principal	Mrs. Nadia Lewis is the principal and instructional leader of the school. In this role she analyzes data to determine areas of strengths and weaknesses. Data meetings are held frequently throughout the year to address areas of concern, make action steps, and assess the effectiveness of implementation in all subjects and grade levels.
Pollock, Thomas	School Counselor	Mr. Pollock serves as the school's guidance counselor for all grade levels. He also analyzes academic, behavior, and attendance data to identify areas in need of improvement. With his expertise he gives the team and teachers valuable information on how to meet the social and emotional needs of students.
Howell, Renee	Instructional Coach	Mrs. Renee Howell serves as the school's reading coach. During planning sessions Mrs. Howell uses her expertise to help teachers understand the full intent of the ELA standards and gives examples of tasks that will reach the full intent of the standards. In classrooms, Mrs. Howell observes teachers and gives suggestions to improve student engagement and rigor.
Emmons, Danielle	Teacher, K-12	Mrs. Danielle Emmons serves as the school's Math and Science coach. Mrs. Emmons uses her expertise to help teachers understand the full intent of the Math and Science standards and gives examples of tasks that will reach the full intent of the standards. In classrooms, Mrs. Emmons observes teachers and gives suggestions to improve students engagement and rigor.
Bennett, Jasmarr	Assistant Principal	Ms. Jasmarr Bennett is the assistant principal and helps implement the vision of the instructional leader. As the assistant principal Ms. Jasmarr Bennett takes an active role in grade level planning sessions, data meetings, and observes teachers to give immediate feedback on teaching practices.

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	87	78	97	109	88	95	0	0	0	0	0	0	0	554
Attendance below 90 percent	6	11	9	21	13	9	0	0	0	0	0	0	0	69
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	20	14	0	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	20	14	34	0	0	0	0	0	0	0	68

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	1	11	5	10	7	0	0	0	0	0	0	0	0	34
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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	0
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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FTE units allocated to school (total number of teacher units)

27

Date this data was collected or last updated

Monday 7/15/2019

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	38	40	24	24	23	19	0	0	0	0	0	0	0	168
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One or more suspensions	10	9	7	18	12	8	0	0	0	0	0	0	0	64
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Course failure in ELA or Math	0	0	4	4	0	0	0	0	0	0	0	0	0	8
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Level 1 on statewide assessment	0	0	0	40	24	21	0	0	0	0	0	0	0	85
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	2	7	5	20	9	7	0	0	0	0	0	0	0	50
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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	38	40	24	24	23	19	0	0	0	0	0	0	0	168
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One or more suspensions	10	9	7	18	12	8	0	0	0	0	0	0	0	64
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Course failure in ELA or Math	0	0	4	4	0	0	0	0	0	0	0	0	0	8
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Level 1 on statewide assessment	0	0	0	40	24	21	0	0	0	0	0	0	0	85
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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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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	2	7	5	20	9	7	0	0	0	0	0	0	0	50

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	42%	51%	57%	38%	51%	55%
ELA Learning Gains	46%	51%	58%	30%	53%	57%
ELA Lowest 25th Percentile	53%	49%	53%	41%	50%	52%
Math Achievement	49%	57%	63%	45%	58%	61%
Math Learning Gains	55%	56%	62%	44%	57%	61%
Math Lowest 25th Percentile	45%	47%	51%	33%	49%	51%
Science Achievement	49%	47%	53%	45%	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	87 (0)	78 (0)	97 (0)	109 (0)	88 (0)	95 (0)	554 (0)
Attendance below 90 percent	6 (38)	11 (40)	9 (24)	21 (24)	13 (23)	9 (19)	69 (168)
One or more suspensions	1 (10)	0 (9)	0 (7)	0 (18)	0 (12)	0 (8)	1 (64)
Course failure in ELA or Math	0 (0)	0 (0)	0 (4)	20 (4)	14 (0)	0 (0)	34 (8)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (40)	14 (24)	34 (21)	68 (85)

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	39%	52%	-13%	58%	-19%
	2018	43%	51%	-8%	57%	-14%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	31%	48%	-17%	58%	-27%
	2018	52%	48%	4%	56%	-4%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-21%				
Cohort Comparison		-12%				
05	2019	51%	47%	4%	56%	-5%
	2018	40%	50%	-10%	55%	-15%
Same Grade Comparison		11%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	56%	-7%	62%	-13%
	2018	40%	56%	-16%	62%	-22%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	40%	56%	-16%	64%	-24%
	2018	47%	57%	-10%	62%	-15%
Same Grade Comparison		-7%				
Cohort Comparison		0%				
05	2019	52%	51%	1%	60%	-8%
	2018	39%	56%	-17%	61%	-22%
Same Grade Comparison		13%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	51%	45%	6%	53%	-2%
	2018	37%	51%	-14%	55%	-18%
Same Grade Comparison		14%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	54	73	22	62	54	9				
ELL	23	37		42	35						
BLK	30	31		31	46		30				
HSP	39	50	50	49	51	38	42				
MUL	20			20							
WHT	50	48	67	57	63	71	62				
FRL	38	44	54	42	48	44	38				

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	7	33		13	23						
ELL	13	38		33	48		25				
BLK	37	32		21	37						
HSP	29	47	47	41	44	50	30				
WHT	53	56	54	48	58	58	44				
FRL	43	51	50	39	47	42	36				

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	24	38	38	28	33	29					
ELL	19	20	30	31	50						
BLK	31	17	23	31	28		27				
HSP	33	27	33	33	32	25	54				
MUL	8			23							
WHT	47	38	64	57	53	38	58				
FRL	37	28	44	41	41	37	40				

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)	TS&I
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	397
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	39
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English Language Learners	
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	34
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	47
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	20
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	60
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	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

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

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

ELL, black, and multiracial students showed a large gap in performance compared to their classmates. There may not be enough vocabulary instruction embedded in daily lessons. There is a lack of support in classrooms for students whose vernacular may not be as advanced as other students.

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

ELA scores in proficiency showed the biggest drop, but there doesn't seem to be one contributing factor to this problem. It could be because there was more emphasis placed on Math instruction since it was the area the school struggled in during the 2017-2018 school year.

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.

Again, ELA scores in proficiency showed the biggest drop, but there doesn't seem to be one contributing factor to this problem. It could be because there was more emphasis placed on Math instruction since it was the area the school struggled in during the 2017-2018 school year.

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

The bottom 25% in ELA showed the most improvement as well as our Science scores. For the bottom 25% we established a tutoring routine during the school day to provide more support for our struggling readers. For Science we made sure that two weeks before the assessment our students reviewed all of the standards they would be tested on.

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

The biggest area of concern is ELA proficiency. As a school we want to ensure that we are providing support to struggling students, but also opportunities for acceleration with students that are on level to ensure they do not regress.

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

1. Continue working on engaging learners and creating opportunities for students to own their learning.

2. Improve overall attendance rates.
3. Increase students achievement in ELA for our ELL, Black, and Multicultural students
4. Increase parent engagement
5. Equipping teachers with the skills they need to manage their own classrooms and help provide a successful learning environment.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.
Rationale	Our school continues to make the shift toward more rigorous standards based instruction. In order for students to achieve mastery they must be actively engaged in lessons that aligned to the standards. To reach the full complexity of the standards, teachers will need to allow students the opportunity to take on more responsibility of the learning. They will need to challenge each others ideas and be given real world problems to solve in all subjects.
State the measurable outcome the school plans to achieve	The intended outcome is to close the achievement gaps in our subgroups and raise achievement for all students in every subject.
Person responsible for monitoring outcome	Nadia Lewis (nadia.lewis@polk-fl.net)
Evidence-based Strategy	MTSS problem solving system
Rationale for Evidence-based Strategy	The MTSS problem solving system allows all team members to objectively analyze data that effects student learning. This process is the most important part of improving results in any area of a school. It is always a best practice to make decisions based of data and monitor to ensure improvements are taking place.
Action Step	
Description	<p>1) The first step in achieving this goal will be for all instructional staff to analyze the state assessment data and determine what areas we excelled in and what areas are in need of improvement. We will then discuss the best way to close the subgroup achievement gaps.</p> <p>2) Time for curriculum planning will be strategically scheduled in September and October,</p> <p>first or second quarter of the school year and third or fourth quarter of the school year.</p> <p>3) Once the first progress monitoring assessments have been taken in August, the leadership team will analyze the data and form tutoring groups for bottom 25% in ELA in 3rd, 4th, and 5th grade.</p> <p>4) Celebrations will be held monthly and quarterly to encourage students who have make gains.</p>
Person Responsible	[no one identified]

#2	
Title	Teachers will create and maintain a successful learning environment in all classrooms.
Rationale	Maintaining a safe and successful learning environment is as critical to improving student achievement as rigorous instruction. In order for all students to perform at their highest level they must feel safe physically and emotionally. This allows for them to take risks in their learning without the fear of ridicule.
State the measurable outcome the school plans to achieve	The intended outcome is to create a physically and emotionally safe learning environment for all students to meet their full potential. This can be measured by lower discipline reports and lower in school and out of school suspensions.
Person responsible for monitoring outcome	Nadia Lewis (nadia.lewis@polk-fl.net)
Evidence-based Strategy	CHAMPS is a proactive approach to behavior management. The program explicitly teaches students expectations for success. PBIS is also a way to reward positive behavior instead of focusing on negative behavior.
Rationale for Evidence-based Strategy	Since implementing CHAMPS and PBIS school-wide discipline numbers at Kathleen Elementary have continued to decrease and student achievement school-wide has increased.
Action Step	
Description	<ol style="list-style-type: none"> 1) All teachers will review the CHAMPS expectations and the PBIS program on the first teacher work day. 2) Monthly Kagan structures will be highlighted in planning by Jasmar Bennett. 3) A review of Kagan structures will be used during professional developments throughout the year. The focus will be on student engagement and cooperative learning. 4) Mr. Pollock, the guidance counselor, will provide Harmony lessons to all grade levels, as well as to good for violence lessons.
Person Responsible	Nadia Lewis (nadia.lewis@polk-fl.net)

#3	
Title	Increase parent and family engagement to improve student achievement.
Rationale	Research has shown, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. Our responsibility as a school is to ensure that parents are aware of school events and ways that they can become more involved in their child's education.
State the measurable outcome the school plans to achieve	The intended outcome of this focus is to give parents and guardians the information necessary to become more involved in their child's education. There involvement will improve student attendance, achievement, and their ability to cope in a school setting.
Person responsible for monitoring outcome	Danielle Emmons (danielle.emmons@polk-fl.net)
Evidence-based Strategy	As a school, we will provide opportunities to build parent/guardian capacity. Parent/guardian information will be provided to help families support their child's academic progress at home.
Rationale for Evidence-based Strategy	Families can help support the academic growth of their child if they have been given practical strategies to implement at home.
Action Step	
Description	<p>1) Teachers will have a training covering best practices for parental involvement given by our Title I coordinator.</p> <p>2) Every grade level will be responsible for a weekly newsletter for parents to stay up to date on activities taking place at school and what curriculum is currently being covered.</p> <p>3) The administration will create three parent nights focusing on specific ways for parents to support their child's academic growth in Reading, Math, and Science.</p> <p>4) There will be two parent teacher conferences scheduled during the year where parents will be exposed to progress monitoring tools we use throughout the year. Teachers will provide parents with strategies for parents to help support their child during these conferences.</p>
Person Responsible	Nadia Lewis (nadia.lewis@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).

Step 1: ELL, black, and multiracial students showed a large gap in performance compared to their classmates. There may not be enough vocabulary instruction embedded in daily lessons. More professional development will be offered to teachers to strengthen the classroom support for students whose vernacular may not be as advanced as other students.

Step 2: Strengthening vocabulary instruction in every classroom will improve student comprehension in every subject. This focus will help to close the achievement gap between low and high performing sub

groups.

Step 3: The results from improving vocabulary instruction should be seen in all of our progress monitoring tools. STAR Reading, STAR Math, iStation, Smarty Ants, Freckle, and FSA Math, ELA, and Science

Step 4: Mrs. Lewis and the leadership team will be responsible for pulling the data monthly and reviewing progress

Step 5: As students complete progress monitoring in STAR Reading, STAR Early Literacy, and iStation, teachers will pull student reports that will identify areas of need. They will begin planning ways to embed vocabulary instruction specific to each students/group of students needs. We will monitor the progress towards mastering each standard and reteach when necessary.

Step 6: The specific strategy being used to improve the vocabulary instruction school wide is the MTSS problem solving approach. First, define the problem or goal, second analyze the problem and relevant data, third implement an intervention plan, and fourth evaluate the intervention for effectiveness. As a school we will review our progress monthly and make adjustments when necessary.

Step 7: Action steps that will be taken to address the area of focus are three professional developments specifically covering vocabulary instruction. One to be facilitated in September, October, and January.

Step 8: Mrs. Lewis will monitor the action steps

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.

School community stake holders come together throughout the year to develop a Parent and Family Engagement Plan. The plan outlines how we as a school community will keep parents informed, provide resources for parents and families, and provide opportunities throughout the year to build capacity with our parents and families. Review the PFEP for more details.

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.

Kathleen Elementary has several programs to assist preschool children in transition from early childhood programs to elementary programs. Every spring, there is a Kindergarten Round-Up at our school which allows parents and children to register for school, visit with our kindergarten teachers, and receive information about things that parents can do to prepare their children for kindergarten. Another program is an informational evening program held every April, where kindergarten teachers invite parents of the students entering kindergarten in the fall. At this time, teachers share their expectations to give the

parents an idea of what will be expected of their child and what each child should know prior to enrolling in kindergarten. These two transitional programs precede the August orientation prior to the start of the school year. At the August orientation, parents meet the teacher, tour the school and receive supply lists and other information. Parents are notified about the transitional programs by notices sent home with all elementary school students and flyers are sent to daycares within the school zone. Additionally, the District Office provides notices to newspapers and radio stations. Kathleen Elementary also has a Pre-Kindergarten program where we are teaching and preparing our students to be ready for Kindergarten. Using data collected and observation made, our Title One Program Facilitator and administration determine the effectiveness and any changes needed to our program.

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

The School Based Leadership Team and The Problem Solving Leadership Team meets as needed on Wednesdays. The Leadership committee meets monthly to problem-solve using school-wide academic and behavioral data. The focus is on evaluating effectiveness of programs, grade levels, and determining what is working. Representatives from other teams such as PBS are included and report data each month. The leadership team determines professional development to address areas of weakness in the learning environment.

Title I, Part A, funds school-wide services to Kathleen Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, preschool program, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrants students enrolled at Kathleen Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

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.

The school will dedicate a week in February to college and career. The activities of that week will be planned by the guidance counselor with approval from the principal.

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

Our school partners with a variety of businesses for our annual Science Technology Engineering and Mathematics family night. Groups from all over our county come to show our students the many careers that they can enter.

Part V: Budget

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

1	III.A.	Areas of Focus: Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			1221 - Kathleen Elementary School			\$0.00
2	III.A.	Areas of Focus: Teachers will create and maintain a successful learning environment in all classrooms.				\$0.00
3	III.A.	Areas of Focus: Increase parent and family engagement to improve student achievement.				\$0.00
					Total:	\$0.00