Henry F. Kite Elementary School

2020-21 Schoolwide Improvement Plan

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Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

http://www.duvalschools.org/henrykite

Demographics

Principal: Raquel Foxworth

Start Date for this Principal: 7/1/2017

2019-20 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: A (66%) 2017-18: B (58%) 2016-17: A (64%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Duval 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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Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

http://www.duvalschools.org/henrykite

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-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	95%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	B	A

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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.

Henry F. Kite Elementary provides a safe and nurturing environment committed to all learners achieving academic and personal excellence. Our goal is to allow students to develop and demonstrate global competence and acquire the knowledge needed to interact respectfully and productively with people from diverse backgrounds. Students learn to be critical thinkers and problem solvers; reflecting on cultural diversity, economics, and real-life issues.

Provide the school's vision statement.

Henry F. Kite Elementary strives to ensure that all learners acquire the skills, knowledge, and attitudes necessary to succeed in elementary school and beyond.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Hill, Biannca	Principal	
Watson, Tarsha	School Counselor	
Foxworth, Raquel	Assistant Principal	
Richardson, Sherrice	Registrar	
Haug, Ashley	Teacher, K-12	
Williams, Tameka	Paraprofessional	

Demographic Information

Principal start date
Saturday 7/1/2017, Raquel Foxworth

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Total number of teacher positions allocated to the school
16

Demographic Data

2020-21 Status (per MSID File)	Closed: 2023-06-30
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Economically Disadvantaged Students*
School Grades History	2018-19: A (66%) 2017-18: B (58%) 2016-17: A (64%) 2015-16: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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	19	41	47	41	43	35	0	0	0	0	0	0	0	226
Attendance below 90 percent	0	0	0	0	0	8	0	0	0	0	0	0	0	8
One or more suspensions	0	0	0	0	0	10	0	0	0	0	0	0	0	10
Course failure in ELA	0	2	3	1	0	0	0	0	0	0	0	0	0	6
Course failure in Math	0	2	3	1	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math 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	2	0	1	0	0	0	0	0	0	0	0	3

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	1	1	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 7/25/2020

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	
Number of students enrolled	47	54	41	56	45	53	0	0	0	0	0	0	0	296
Attendance below 90 percent	0	0	0	2	10	8	0	0	0	0	0	0	0	20
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	14	18	0	0	0	0	0	0	0	32

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	6	7	0	0	0	0	0	0	0	13

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

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	
Number of students enrolled	47	54	41	56	45	53	0	0	0	0	0	0	0	296
Attendance below 90 percent	0	0	0	2	10	8	0	0	0	0	0	0	0	20
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	14	18	0	0	0	0	0	0	0	32

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	6	7	0	0	0	0	0	0	0	13

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

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	55%	50%	57%	46%	49%	55%
ELA Learning Gains	64%	56%	58%	49%	56%	57%
ELA Lowest 25th Percentile	61%	50%	53%	43%	54%	52%
Math Achievement	64%	62%	63%	81%	62%	61%
Math Learning Gains	83%	63%	62%	91%	63%	61%
Math Lowest 25th Percentile	75%	52%	51%	88%	54%	51%
Science Achievement	61%	48%	53%	49%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (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.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	49%	51%	-2%	58%	-9%
	2018	53%	50%	3%	57%	-4%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	55%	52%	3%	58%	-3%
	2018	59%	49%	10%	56%	3%
Same Grade Comparison		-4%				
Cohort Comparison		2%				
05	2019	52%	50%	2%	56%	-4%
	2018	39%	51%	-12%	55%	-16%
Same Grade Comparison		13%				
Cohort Comparison		-7%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	48%	61%	-13%	62%	-14%
	2018	42%	59%	-17%	62%	-20%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	60%	64%	-4%	64%	-4%
	2018	62%	60%	2%	62%	0%
Same Grade Comparison		-2%				
Cohort Comparison		18%				
05	2019	77%	57%	20%	60%	17%
	2018	82%	61%	21%	61%	21%
Same Grade Comparison		-5%				
Cohort Comparison		15%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	49%	11%	53%	7%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		22%				
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	23	39		36	67		60				
BLK	54	61	56	63	84	72	59				
FRL	52	67	63	61	79	76	54				
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	38	53	60	58	74		33				
BLK	51	61	56	64	75	63	26				
FRL	48	56	61	64	73	69	31				
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	26	43		70	90						
BLK	45	48	43	81	94	88	48				
WHT				90							
FRL	40	42	41	78	87	83	49				

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	463
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	65
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The data component with the lowest performance was ELA. Factors that may have contributed to the lower performance include:
- Students lack of foundational skills that hindered the ability to access and perform well on grade level appropriate standards aligned tasks, assignments, and assessments,
- Additional resources (human capital, technology, and instructional materials) are needed to address student deficits in ELA.

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

The data component with the greatest decline from the previous year was 3rd and 4th grade ELA, both with a 4 point decrease from the 2018 data. Factors that contribute to the decline ,may include:
- Students have very few opportunities to demonstrate knowledge and understanding on standardized assessments prior to entering 3rd grade.
- Students lack of foundational skills that hindered the ability to access and perform well on grade level appropriate standards aligned tasks, assignments, and assessments,
- Additional resources (human capital, technology, and instructional materials) are needed to address student deficits in ELA.

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 data component that had the greatest gap when compared to the state average was 3rd Grade Math, with a 14 point difference. The factors that may have contributed to the gap include:
- Students have very few opportunities to demonstrate knowledge and understanding on standardized assessments prior to entering 3rd grade.

- Students lack of foundational skills that hindered the ability to access and perform well on grade level appropriate standards aligned tasks, assignments, and assessments,
- Additional resources (human capital, technology, and instructional materials) are needed to address student deficits in Math.

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

The data component that showed the most improvement was 5th Grade Science, with a 22 point gain from the 2018 assessment. During the 2018-2019 school year, the 5th grade Science teach implemented/enhanced the following strategies from the previous school year:
- Collaboration between the 5th grade Science teacher and 5th grade ELA teacher to present grade level appropriate science-based literature
- Incorporating effective reading and response strategies in the Science classroom.
- Utilization of the QCAM strategy and hands on learning opportunities.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the Early Warning Signs data, the two greatest concerns includes: (1) the number of students who had less than a 90% attendance rate, and (2) the number of students scoring below a Level 3 in both Reading and Math.

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

1. Increase the number of students achieving an attendance rate of 90% or greater
2. Increase the number of students who scored a Level 2 on ELA and/or Math to at least a Level 3
3. Increase the number of students who scored a Level 1 on ELA and/or Math to at least a Level 2
4. Implement/enhance programs/strategies to meet the Social Emotional Learning needs of all students
5. Implement/enhance programs/strategies to improve the level of safety and security for the campus and students

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Approximately 50% of classrooms at Henry F. Kite Elementary demonstrate standards-aligned instruction, tasks, and assessments. This was evidenced from data gathered from the Duval County Public School's standards walk-through tool used during classroom observations and evaluations. Based on teacher response to the 5 Essentials survey, there is a need to improve the comprehensive collaborative component of instructional planning and delivery. The data shows a need to include more collaborative and cyclic processing (planning, implementing, observing, adjusting to student/teacher performance).
Measurable Outcome:	75% of instructional staff at Henry F.Kite Elementary will engage in standards-based planning and instructional delivery/
Person responsible for monitoring outcome:	Raquel Foxworth (foxworthr@duvalschools.org)
Evidence-based Strategy:	(1) Human Capital: In an effort to provide the opportunity to improve the quality of small group instruction and remediation, an additional classroom teacher and instructional paraprofessional will be employed. During the 2020-2021 school year, the additional teacher will serve first grade students. The paraprofessional will service various grade levels focusing on assisting with incorporating small group instruction utilizing programs such as but not limited to iReady Reading and Math, Reading Mastery,Reading A-Z, Achieve 3000, Freckle, etc. (2) Providing virtual and in-person extended learning opportunities utilizing programs such as but not limited to: site licenses for technology programs such as NearPod and field trips that will assist students in experiencing real-world examples and applications of their in class learning. (3) Utilizing site licenses and subscriptions to supplemental instructional programs including but not limited to Time4Kids, Reading A-Z, etc. to aid in standards based instruction and tutoring efforts.
Rationale for Evidence-based Strategy:	The evidenced-based strategies included will lead to continuous school improvement by focusing on providing adequate student-teacher/paraprofessional contact ratio, utilizing engaging standards aligned instructional materials and technology to enhance the students instructional experience and opportunity for success on standardized/standards-based tasks, assignments,- T and assessments.

Action Steps to Implement

- Review the relationship between the School Improvement Plan,and Standards-Based Instruction, goals, and roles/responsibilities with all instructional staff. (Hill and Foxworth)

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

Review and make appropriate staffing adjustments, including the placement of additional instructional and non-instructional staff .(Hill and Foxworth)

Person Responsible	Biannca Hill (hillb@duvalschools.org)

Research and purchase standards-based instructional materials and/or professional development to support continuous improvement in the area of Reading. (Foxworth, Hill and Jackson)

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

Research a virtual field experience program and in-person field trip opportunities to enhance the student experience. (Varies)

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

Utilize Common Planning and Professional Learning Communities to enhance learning the process for developing and vetting standards aligned tasks, assignments, and assessments. Also utilize these collaboration opportunities to improve instructional planning, delivery, and reflection.

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

Purchase a Postermaker - A postermaker will be purchased to provide teachers the means of creating egaging classroom posters that align to standards and enhance classroom instruction.

Person Responsible   [no one identified]

Purchase a Document Cameras - Document cameras (technology) will be purchased to allow teachers to display and respond to student work and materials in an interactive manner during small group and/or whole group instruction.

Person Responsible   [no one identified]

We will engage in successful common planning with a focus on standards based alignment during the delivery of instruction. 2nd through 5th grade teachers will engage in successful common planning resulting in Learning Arc Development. This will guide our work with planning and unpacking using steps 1 to 4, deepening teachers understanding of standards based alignment.

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Approximately 60% of classrooms at Henry F. Kite Elementary demonstrate standards-aligned instruction, tasks, and assessments. This was evidenced from data gathered from the Duval County Public School's standards walk-through tool used during classroom observations and evaluations. Based on teacher response to the 5 Essentials survey, there is a need to improve the comprehensive collaborative component of instructional planning and delivery. The data shows a need to include more collaborative and cyclic processing (planning, implementing, observing, adjusting to student/teacher performance).
Measurable Outcome:	75% of instructional staff at Henry F.Kite Elementary will engage in standards-based planning and instructional delivery/
Person responsible for monitoring outcome:	Biannca Hill (hillb@duvalschools.org)
Evidence-based Strategy:	(1) Human Capital: In an effort to provide the opportunity to improve the quality of small group instruction and remediation, an additional classroom teacher will be employed. During the 2020-2021 school year, the additional teacher will serve first grade students. (2) Providing virtual and in-person extended learning opportunities utilizing programs such as but not limited to: site licenses for technology programs such as NearPod and field trips that will assist students in experiencing real-world examples and applications of their in class learning. (3) Utilizing site licenses and subscriptions to supplemental instructional programs including but not limited to Explore Learning (Reflex Math, Science4Us, Gizmos), Freckle, iReady Math, Measuring Up, etc. to aid in standards based instruction and tutoring efforts.
Rationale for Evidence-based Strategy:	The evidenced-based strategies included will lead to continuous school improvement by focusing on providing adequate student-teacher/paraprofessional contact ratio, utilizing engaging standards aligned instructional materials and technology to enhance the students instructional experience and opportunity for success on standardized/standards-based tasks, assignments,- T and assessments.

Action Steps to Implement	
- Review the relationship between the School Improvement Plan,and Standards-Based Instruction, goals, and roles/responsibilities with all instructional staff. (Hill and Foxworth)	
Person Responsible	Biannca Hill (hillb@duvalschools.org)
Review and make appropriate staffing adjustments, including the placement of additional instructional and non-instructional staff .(Hill and Foxworth)	
Person Responsible	School Improvement Dept (schoolimprovement@duvalschools.org)
Research and purchase standards-based instructional materials and/or professional development to support continuous improvement in the area of Reading. (Hill and Jackson)	
Person Responsible	Biannca Hill (hillb@duvalschools.org)

Research a virtual field experience program and in-person field trip opportunities to enhance the student experience. (Varies)

Person Responsible Biannca Hill (hillb@duvalschools.org)

Utilize Common Planning and Professional Learning Communities to enhance learning the process for developing and vetting standards aligned tasks, assignments, and assessments. Also utilize these collaboration opportunities to improve instructional planning, delivery, and reflection.

Person Responsible Biannca Hill (hillb@duvalschools.org)

We will engage in successful common planning with a focus on standards based alignment during the delivery of instruction. 2nd through 5th grade teachers will engage in successful common planning resulting in Learning Arc Development. This will guide our work with planning and unpacking using steps 1 to 4, deepening teachers understanding of standards based alignment.

Person Responsible Raquel Foxworth (foxworthr@duvalschools.org)

#3. Instructional Practice specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	During the 2019-2020 school year, there was an increase of referrals to the School Counselor and Full Service Therapist in regards to student trauma experiences. Students who are experiencing trauma without strategies to cope are less likely to be attentive and successful in school, and more likely to have increased truancy issues, and may lead to dropping out.
Measurable Outcome:	Although there was not a high incidence of physical altercation related referrals,.the Administration at Henry F. Kite Elementary believes that by implementing research-based programs and strategies will be beneficial to not only all students, but the culture of the school. By providing students (and teachers) with strategies to address stress and other emotions will decrease student discipline referrals, increase student engagement and attendance, and build a stronger school community.
Person responsible for monitoring outcome:	Tarsha Watson (watsont3@duvalschools.org)
Evidence-based Strategy:	Henry F. Kite Elementary will implement SEL programs such as Calm Classro , Sanford Harmony, andHope Street to provide strategies and coping mechanisms to students.
Rationale for Evidence-based Strategy:	The Sanford Harmony and Calm Classrooms programs were selected were recommended by Duval County Public Schools Counseling and School Behavioral Health Departments. The Hope Street professional development and curriculum were recommend by the Jacksonville Public Education Fund and other mental health experts in the Jacksonville community.

Action Steps to Implement

Organize professional development and strategy implementation expectations for the staff.

Person Responsible	Biannca Hill (hillb@duvalschools.org)

Monitor students who received disciplinary referrals during the 2019-2020 school year and/or had an attendance rate of less than 90% for improvement in early warning signs.

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

Periodically monitor the instruction of classroom and/or guidance resource implementation of the program. Collect data to support successful implementation, areas of focus, and student behavior to determine effectiveness of the programs.

Person Responsible	Tarsha Watson (watsont3@duvalschools.org)

#4. Culture & Environment specifically relating to School Safety	
Area of Focus Description and Rationale:	An area of focus at Henry F. Kite Elementary is improving the quality of Health, Safety, and Security on the campus.
Measurable Outcome:	Ideally, Henry F. Kite Elementary will experience a 0% reporting rate of any major health, safety, or security concerns.
Person responsible for monitoring outcome:	Biannca Hill (hillb@duvalschools.org)
Evidence-based Strategy:	The evidence-based strategies to increase the level of safety and security for students, staff, and stakeholders includes the enhancement of communication within the school network, enhance the arrival and dismissal procedures to improve the parent/guardian experience while maintaining quality and effective school based policies and procedures. Such strategies include but are not limited to: (1) purchasing high quality two-way radio communication for the staff, (2) utilizing student agendas, Class Dojo, and other systems to effectively communicate with parents, (3) purchase and utilize the School Dismissal Manager application to enhance the arrival and dismissal process, etc.
Rationale for Evidence-based Strategy:	The strategies to address the health, safety, and security at Henry F. Kite Elementary were recommended by the 2020-2021 Threat Assessment Team, School Resource Officer, and previous School Advisory Council.

Action Steps to Implement

Develop, revise, and review the 2020-2021 School Safety Plan as appropriate with all stakeholders.

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

Purchase resources to address the strategies to improve the health, safety, and security at Henry F. Kite Elementary. These resources include but are not limited to two-way radios, student agendas, School Dismissal Manager application, etc.

Person Responsible	Biannca Hill (hillb@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

NA

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Henry F. Kite Elementary prides itself in building a positive school culture and environment by ensuring the following:

(1) Encouraging strong partnerships with parent groups, community agencies, and faith-based entities. Frequent meetings and opportunities to provide input, support, and build a mutually benefiting relationship occur throughout the school year.
(2) Utilizing the skill-sets of all staff members to enhance the policies and procedures, as well as to address any areas of focus and improvement.
(3) Provide leadership training and other opportunities to allow both student input and participation to the success of the school community.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.