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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: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (45%) 2016-17: D (39%) 2015-16: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	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](http://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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# Kathleen Elementary School

3515 SHERETZ RD, Lakeland, FL 33810

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2019-20 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">50%</p>

## School Grades History

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>
<b>Grade</b>	C	C	C	D

## 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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.**

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, position title, and job duties/responsibilities 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.

**Demographic Information**

**Principal start date**

Saturday 7/1/2017, Tracie Upton

**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.*

1

**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.*

7

**Total number of teacher positions allocated to the school**

33

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (45%) 2016-17: D (39%) 2015-16: C (42%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**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	93	68	95	101	93	91	0	0	0	0	0	0	0	541
Attendance below 90 percent	18	21	23	21	21	14	0	0	0	0	0	0	0	118
One or more suspensions	5	3	3	5	11	16	0	0	0	0	0	0	0	43
Course failure in ELA	0	1	4	0	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	0	2	1	1	0	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	10	17	31	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide Math assessment	0	0	0	7	16	33	0	0	0	0	0	0	0	56

**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	1	4	7	10	6	0	0	0	0	0	0	0	29

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

**Date this data was collected or last updated**

Wednesday 6/17/2020

**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	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

**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
Students retained two or more times	0	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	
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

**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	4	4	13	20	0	0	0	0	0	0	0	42
Students retained two or more times	0	0	0	0	1	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	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	
	(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	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%
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%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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

<b>ESSA Federal Index</b>	
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%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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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%	0

<b>English Language Learners</b>	
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Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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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

<b>Black/African American Students</b>	
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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%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	1
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%	0
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%	0
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%	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.**

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?**

The first 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. The second area of concern is discipline and attendance. Our discipline numbers increased this year due to inconsistently following the discipline plan. This year administrators will meet regularly to discuss what discipline was given for similar incidents to ensure that punishment and rewards are consistent. Although attendance initially increased this year, we began to have a decline in attendance towards the middle of the school year. This was likely caused by having two vacancies in kindergarten and a teacher out on medical leave in 5th grade. The inconsistency with substitutes plays a part in attendance issues. All vacancies have been filled for the current year.

**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. Instructional Practice specifically relating to Standards-aligned Instruction**

**Area of Focus Description and Rationale:** Teachers will actively engage all students through rigorous data-driven instruction to the depth and complexity of the standard. Kathleen Elementary continues to make the shift toward more rigorous standards based instruction. In order for all students to achieve mastery they must be actively engaged in lessons that are aligned to the standards. To reach the full complexity of the standards, teachers will allow students the opportunity to take on more responsibility of the learning. Students will respectfully challenge each others ideas and be given real world problems to solve in all subjects. Focusing on tracking student progress with data and addressing student needs accordingly, teachers and administrators will effectively and efficiently provide remediation to close achievement gaps. Kathleen Elementary has had lagging ELA scores due to reading comprehension in all grade levels and foundational skills in the lower grades. Students with disabilities, African American students, and ELL students have continued to demonstrate reading deficiencies due to lack of foundational skills and self efficacy.

**Measurable Outcome:** The intended outcome is to close the achievement gaps in our subgroups and raise achievement for all students in every subject. The goal is to increase our ELA proficiency to 47% and to increase all subgroups to 41% or higher, Math proficiency to 54%, and Science proficiency to 54%.

**Person responsible for monitoring outcome:** Nadia Lewis (nadia.lewis@polk-fl.net)

**Evidence-based Strategy:** Multi Tiered System of Support (MTSS) problem solving system is a strategy in which we analyze current data to see what supports are needed. Areas of need can be found in the core academic curriculum, interventions, and even behavioral supports. Kathleen Elementary will strengthen the ELA block in all ESE separate classes with intensive support for teachers. All classrooms will include a 45 minute guided reading group during the literacy block.

**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 best practice to make decisions based of data and monitor those actions to ensure improvements are taking place.

**Action Steps to Implement**

- 1) The first step in achieving this goal will be having all instructional staff analyze the state assessment data and last STAR progress monitoring data to determine what areas we excelled in and what areas are in need of improvement. We will then formulate a plan to close the subgroup achievement gaps.
- 2) Time for curriculum planning will be strategically scheduled in September and October with an emphasis on how to reach the three subgroups below 41% proficient in ELA.
- 3) Once the first progress monitoring assessments have been taken in August, the leadership team will analyze the data and form tutoring groups for the bottom 25% in ELA in 3rd, 4th, and 5th grade.
- 4) Celebrations will be held monthly and quarterly to encourage students who have made gains and achieved proficiency.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

The leadership team will provide teachers with initial and ongoing training for small group instruction and intervention, on how to create weekly assessments on current standards, how to track student progress, and how to utilize the results when creating lessons for intervention.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

**#2. Culture & Environment specifically relating to Social Emotional Learning**

**Area of Focus Description and Rationale:** Teachers will create and maintain a successful learning environment in all classrooms. 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.

**Measurable Outcome:** The goal is to decrease the total number of in school and out of school suspensions and keep attendance at or above 93%.

**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 Steps to Implement**

- 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.
- 3) A review of Kagan structures will be used during professional developments throughout the year. The focus will be on student engagement, cooperative learning, and how to address the social and emotional aspects of teaching and learning..
- 4) Mr. Pollock, the guidance counselor, will provide Harmony lesson to all grade levels, as well as to good for violence lessons.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

**#3. ESSA Subgroup specifically relating to Multi-Racial**

<b>Area of Focus Description and Rationale:</b>	Teachers will increase parent and family engagement through daily communication and activities that build capacity for families.
<b>Measurable Outcome:</b>	The goal is to have 47% of students scoring proficient on the ELA FSA, 54% of students scoring proficient on the Math FSA, and 54% of students scoring proficient on the Science FSA.
<b>Person responsible for monitoring outcome:</b>	Nadia Lewis (nadia.lewis@polk-fl.net)
<b>Evidence-based Strategy:</b>	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.
<b>Rationale for Evidence-based Strategy:</b>	Families can help support the academic growth of their child if they have been given practical strategies to implement at home.

**Action Steps to Implement**

Teachers will have a training covering best practices for parental involvement given by our Title I coordinator.

**Person Responsible** Danielle Emmons (danielle.emmons@polk-fl.net)

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.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

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.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

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 to help support their child's academic progress at home.

**Person Responsible** Nadia Lewis (nadia.lewis@polk-fl.net)

**Additional Schoolwide Improvement Priorities**

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

**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 to identify areas of need. They will begin planning ways to embed vocabulary instruction specific to each student's needs. We will monitor the progress towards mastering each standard using STAR testing data 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 and comprehension instruction. One to be facilitated in September, October, and January.**

**Step 8: Mrs. Lewis will monitor the action steps**

## 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.

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.

The school mission and vision at Kathleen Elementary clearly states the importance of collaborating with all school stake holders to improve student achievement for all students. The school currently has an active Parent Teacher Organization, School Advisory Council, teacher committees that meet once a month, and strong community involvement from local churches and businesses.

To help our students have a sense of ownership and promote a positive school culture, there are several active clubs throughout the school year. The SSYRA Book Club is an after-school student-driven group that meets weekly in the Library Media Center. Students form reading groups or teams and read, discuss, and participate in activities related to the reading. This Book Club is currently made up of thirty 2nd-5th graders. In STEM Club, students are able to creatively think and complete and test different engineering design challenges. Students collaboratively work in teams to find innovative ways to solve real-life problems. Ukulele Club meets every Thursday after school. Students use a school or a personal ukulele to learn strings, chords, and notes. Each week we focus on reviewing chords, learning songs, and introducing new music. Students learn how to properly play the ukulele, work together as an ensemble, and read music. Students will also have opportunities to perform at various events. Finally, students may also participate in chess club. At Chess Club students learn about the strategic rules, moves, and pieces of the game of chess. They also learn how to respond appropriately to defeat and victory.

**Parent Family and Engagement Plan (PFEP) Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**Part V: Budget**

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$228,670.28
Function	Object	Budget Focus	Funding Source	FTE	2020-21	
6400	100-Salaries	1221 - Kathleen Elementary School	Title, I Part A		\$211,407.33	
<i>Notes: These Title I funds are used to pay for full time personnel. One Reading coach, Math/ Science coach, interventionist, and two para professionals.</i>						

	5900	120-Classroom Teachers	1221 - Kathleen Elementary School	Title, I Part A		\$5,256.85
			<i>Notes: Salary for extended learning programs throughout the school year. Focusing on remediation and acceleration for all students.</i>			
	6300	100-Salaries	1221 - Kathleen Elementary School	Title, I Part A		\$9,651.10
			<i>Notes: These funds pay teachers for one day of curriculum planning in July to prepare for quality instruction before the first month of school.</i>			
	5100	510-Supplies	1221 - Kathleen Elementary School	Title, I Part A		\$2,355.00
			<i>Notes: These funds are used to purchase weekly assessments for reading wonders.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$435.20</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	140-Substitute Teachers	1221 - Kathleen Elementary School	Title, I Part A		\$435.20
			<i>Notes: Substitute teachers for new teacher development throughout the school year.</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Multi-Racial</b>				<b>\$11,364.54</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6150	100-Salaries	1221 - Kathleen Elementary School	Title, I Part A		\$7,989.54
			<i>Notes: Parent involvement nights. This covers the cost of all academic nights where parents can come to learn more ways to support learning at home for Math, Reading, and Science. It also covers the cost of holding two conference nights for teachers to review the progress of each student with parents.</i>			
	6150	510-Supplies	1221 - Kathleen Elementary School	Title, I Part A		\$1,125.00
			<i>Notes: Supplies/materials for parents on academic nights and orientation for kindergarten families.</i>			
	6150	510-Supplies	1221 - Kathleen Elementary School	Title, I Part A		\$2,250.00
			<i>Notes: These funds will be used to purchase student agendas for parent/teacher communication.</i>			
					<b>Total:</b>	<b>\$240,470.02</b>