

Hillsborough County Public Schools

# Kenly Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Kenly Elementary School

2909 N 66TH ST, Tampa, FL 33619

[ no web address on file ]

## Demographics

**Principal: Jeffrey Cooley**

Start Date for this Principal: 8/26/2019

<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* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (35%) 2017-18: D (37%) 2016-17: C (42%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hillsborough County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](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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# Kenly Elementary School

2909 N 66TH ST, Tampa, FL 33619

[ no web address on file ]

## 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;">97%</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;">91%</p>

## School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	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.**

The community of scholars evolving into tomorrow's leaders!

**Provide the school's vision statement.**

Kenly ensures an equitable education that empowers students to be successful.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
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Wallace, Russell	Principal	Responsible for the school full plant operations and achievement.
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### Demographic Information

**Principal start date**

Monday 8/26/2019, Jeffrey Cooley

**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.*

2

**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.*

3

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

**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* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (35%) 2017-18: D (37%) 2016-17: C (42%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	CS&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	68	51	54	61	78	61	0	0	0	0	0	0	0	373
Attendance below 90 percent	14	13	16	15	31	10	0	0	0	0	0	0	0	99
One or more suspensions	0	0	3	8	8	4	0	0	0	0	0	0	0	23
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	24	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide Math assessment	0	0	0	0	11	32	0	0	0	0	0	0	0	43

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	1	1	0	0	0	0	0	0	0	2

**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

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

Thursday 10/29/2020

**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	62	61	81	88	93	83	0	0	0	0	0	0	0	468
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	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	62	61	81	88	93	83	0	0	0	0	0	0	0	468
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	25%	52%	57%	33%	52%	55%
ELA Learning Gains	43%	55%	58%	56%	55%	57%
ELA Lowest 25th Percentile	40%	50%	53%	61%	51%	52%
Math Achievement	24%	54%	63%	32%	53%	61%
Math Learning Gains	36%	57%	62%	44%	54%	61%
Math Lowest 25th Percentile	38%	46%	51%	40%	46%	51%
Science Achievement	36%	50%	53%	26%	48%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	24%	52%	-28%	58%	-34%
	2018	23%	53%	-30%	57%	-34%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	19%	55%	-36%	58%	-39%
	2018	33%	55%	-22%	56%	-23%
Same Grade Comparison		-14%				
Cohort Comparison		-4%				
05	2019	31%	54%	-23%	56%	-25%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	17%	54%	-37%	62%	-45%
	2018	26%	55%	-29%	62%	-36%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	22%	57%	-35%	64%	-42%
	2018	45%	57%	-12%	62%	-17%
Same Grade Comparison		-23%				
Cohort Comparison		-4%				
05	2019	34%	54%	-20%	60%	-26%
	2018	39%	54%	-15%	61%	-22%
Same Grade Comparison		-5%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	51%	-17%	53%	-19%
	2018	37%	52%	-15%	55%	-18%
Same Grade Comparison		-3%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	8	28	32	9	30	31	22				
ELL	15	43		22	48						
BLK	21	43	29	19	29	38	28				
HSP	23	45	50	31	46		31				
MUL	20			10							
WHT	43	38		36	48		64				
FRL	25	42	38	24	35	37	36				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	34	35	19	35	31					
ELL	26	40		32	50						
BLK	25	36	37	34	48	29	27				
HSP	33	52		34	46		64				
MUL	19			31							
WHT	33	42		41	58		45				
FRL	28	40	38	35	46	27	39				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	33	44	7	31	35					
ELL	37	60		32	40						
BLK	25	52	67	25	45	48	14				
HSP	43	64		34	46		31				
WHT	43	55		43	35		38				
FRL	33	56	60	32	44	41	25				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	277
Total Components for the Federal Index	8
Percent Tested	100%

<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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>	
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>	
Federal Index - Black/African American Students	30
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	15
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	2
<b>Pacific Islander Students</b>	
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	46
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.**

Based on the 2018-2019 data, the ESSA Multiracial subgroup was the lowest performing subgroup at 15% of the points possible from the Federal Points Index. Based on the 2018-2019 school grade formula, the Math Proficiency area was the lowest of the 7 cells showing 24% proficiency.

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

Based on the 2018-2019 data, the component showing the greatest decline was the math learning gains cell of the school grade formula with a decrease of 13%. The biggest factor that contributed to this decline was the effectiveness of the teachers providing instruction for these students, predominantly the 4th grade scores from 18-19.

**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.**

Based on the 2018-2019 data, the component showing the greatest gap compared to the state average was the math proficiency portion of the school grade formula which was 39% lower than the state average. The factor that contributed most to the gap was the effectiveness of the teachers providing math instruction to these students, predominantly in 3rd and 4th grades.

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

Based on the 2018-2019 data, the component showing the most improvement was the bottom quartile portion of the school grade formula with a 7% increase. The actions taken at the time were related to intervention groups and extended tutorials.

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

Based on the EWS data our daily student attendance needs to show vast improvement. During the 2019-2020 school year our students were absent from school 5,258 and Tardy to school on 7,500 days.

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

1. Have an effective teacher leading the instruction for every student.
2. High expectations for academic performance.
3. Differentiated instruction that is targeted and specific.
4. PD on the new district curriculum tools.
5. Significant increase in student attendance.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation**

**Area of Focus Description and Rationale:** Kenly students will receive differentiated instruction, to be defined as small group instruction based on the individual needs of students, designed to quickly improve their content area performance which is a critical need based on the consistent lack of learning gains in general and more specifically with identified ESSA subgroups.

**Measurable Outcome:** Based on the 20-21 school grading formula, 100% of students will demonstrate learning gains covering ELA gains, ELA bottom quartile gains, math gains and math bottom quartile gains.

**Person responsible for monitoring outcome:** Russell Wallace (russell.wallace@hcps.net)

**Evidence-based Strategy:** Professional development, specifically to focus on small group differentiated instruction, will be provided to teachers with weekly planning follow-up guided by the leadership team with a targeted formative assessment plan to monitor student growth on a bi-weekly basis.

**Rationale for Evidence-based Strategy:** Learning gains data and ESSA subgroup data indicate significant deficiencies and the lack of equity.

**Action Steps to Implement**

1. PD on content specific differentiation targeted individualized small group instruction
2. Weekly planning structures for teachers with the leadership team
3. Content specific formative assessment plan with subgroup monitoring
4. MTSS interventions on a daily basis
5. Weekly monitoring of attendance and tardies with subgroup monitoring
6. Provide incentives for student academic performance and attendance performance
7. PD for new district curriculum items
8. PBIS school-wide structure
9. 21st century technology tools to support student engagement

**Person Responsible** Russell Wallace (russell.wallace@hcps.net)

**Additional Schoolwide Improvement Priorities**



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

- 1. ESSA subgroups, specifically black, multiracial, SWD, ELL, Hispanic and economically disadvantaged, will receive individualized, targeted Tier 1 support through intentional small groups. We will always target high quality Tier 2 and Tier 3 interventions designed to promote multiple years of growth in one year.**
- 2. Effective PBIS system will increase positive student behavior and decrease student referrals and suspensions**
- 3. Instructional leadership team will meet on a weekly basis with a specific focus on the performance of ESSA underperforming subgroups and designated BQ students**
- 4. Attracting and retaining highly effective and effective instructional staff**
- 5. MTSS tier 3 teacher support to ensure students are receiving the best possible interventions**
- 6. Leadership team will provide on site mentorship to new instructional staff members**
- 7. After school and Saturday tutoring will be provided to students**
- 8. Provide supports for the social emotional learning for students.**

## 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.

The 20-21 theme at Kenly is, "we are not here to be average, we are here to be awesome". The focus will revolve around high expectations for student learning outcomes and high expectations for the instructional staff.

The Kenly school vision is to ensure an equitable education that empowers students to be successful. With this mission we establish to all stakeholders that equity will be the forefront on all decision making to support the academic and social emotional learning success for all students.

Our school SAC team, PTA, business partners, staff and students have played key roles in designing these key elements for Kenly.

### **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: Differentiation				\$197,717.14
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	6400	130-Other Certified Instructional Personnel	2201 - Kenly Elementary School	UniSIG	1.0	\$52,001.14
			<i>Notes: Reading Coach-Salary Chacon The Reading coaches will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading.</i>			
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG	1.0	\$3,247.44
			<i>Notes: Reading Coach-Retirement 8.47%</i>			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	\$2,377.11
			<i>Notes: Reading Coach-FICA 6.2%</i>			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	\$555.94
			<i>Notes: Reading Coach-Medicare 1.45%</i>			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	\$195.54
			<i>Notes: Reading Coach-Workers Comp .51%</i>			
	6400	231-Health and Hospitalization	2201 - Kenly Elementary School	UniSIG	1.0	\$7,284.68
			<i>Notes: Reading Coach-Health Ins 19%</i>			
	6400	130-Other Certified Instructional Personnel	2201 - Kenly Elementary School	UniSIG	1.0	\$46,201.32
			<i>Notes: Reading Coach-Salary Ortiz The Reading coaches will be responsible for providing ongoing needs based Professional Development, at least weekly planning with teachers, coaching cycles, as needed, on best practice of Reading strategies and pedagogy, ongoing data analysis, weekly Professional Learning Communities in the area of Reading.</i>			
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG	1.0	\$2,885.24
			<i>Notes: Reading Coach-Retirement 8.47%</i>			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	\$2,111.98
			<i>Notes: Reading Coach-FICA 6.2%</i>			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	\$493.93
			<i>Notes: Reading Coach-Medicare 1.45%</i>			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG	1.0	\$173.73
			<i>Notes: Reading Coach-Workers Comp .51%</i>			

	6400	231-Health and Hospitalization	2201 - Kenly Elementary School	UniSIG	1.0	\$6,472.20
			<i>Notes: Reading Coach-Health Ins 19%</i>			
	5100	150-Aides	2201 - Kenly Elementary School	UniSIG	0.88	\$16,023.00
			<i>Notes: Para TBD Salary</i>			
	5100	210-Retirement	2201 - Kenly Elementary School	UniSIG	0.88	\$1,000.63
			<i>Notes: Para TBD Retirement 8.47%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG	0.88	\$732.45
			<i>Notes: Para TBD FICA 6.2%</i>			
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG	0.88	\$171.30
			<i>Notes: Para TBD Medicare 1.45%</i>			
	5100	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG	0.88	\$60.25
			<i>Notes: Para TBD Workers Comp .51%</i>			
	5100	231-Health and Hospitalization	2201 - Kenly Elementary School	UniSIG	0.88	\$2,244.61
			<i>Notes: Para TBD Health Ins 19%</i>			
	6500	399-Other Technology-Related Purchased Services	2201 - Kenly Elementary School	UniSIG		\$9,325.00
			<i>Notes: Fast ForWord - This computer based program will be used with all Tier 3 students in reading, K-5. This program is designed as an intensive, neurolinguistic intervention. Students will begin in August and continue through May.</i>			
	5100	519-Technology-Related Supplies	2201 - Kenly Elementary School	UniSIG		\$3,011.00
			<i>Notes: Qomo and Stand - 1 86" Qomo with Portable Stand - this will allow for enhanced PD and interactive technology to deliver high quality PD. The device will also be used for visual data walls display student data during PLC meetings.</i>			
	5100	500-Materials and Supplies	2201 - Kenly Elementary School	UniSIG		\$6,000.00
			<i>Notes: Classroom libraries K-5. Many books in our classrooms and book room are extremely old and outdated, especially non-fiction books that are over 30 years old. This purchase will always us to significantly upgrade the existing circulation and address the equity of resources available to students. Students deserve to have access to books of interest and relevant subject matter. 24 classrooms at \$250 per classroom.</i>			
	5100	510-Supplies	2201 - Kenly Elementary School	UniSIG		\$10,198.25
			<i>Notes: Classroom supplies -Purchase consumable supplies for classroom learning such as copy paper, markers, chart paper, highlighters, post-its, ink/toner, folders, labels, binders, freezer bags, pens, pencils; and instructional resources to support EL curriculum and other learning supports to be used by 50 staff members and approximately 330 PK-5 students through lesson planning, lesson delivery, and professional learning activities during the school year and summer program.</i>			
	5100	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		\$4,421.49

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			<i>Notes: T-payroll will be provided for 20 instructional, resource &amp; social service personnel who facilitate &amp;/or participate in common planning sessions &amp; PLCs beyond their contracted hours along with additional duties added that occur beyond their contracted hours, such as evening/weekend meetings with parents/community partners &amp; home visits. Personnel will earn their hourly estimated at \$35.00 an hour. Not exceed 120 hours.</i>			
6400	510-Supplies	2201 - Kenly Elementary School	UniSIG			\$1,938.90
			<i>Notes: Professional Development books to support teacher development - 30 copies of Data Driven Data 2.0 at \$19.00, 30 copies of We Got This at \$23.63, 20 copies of Mathematize It 3-5 at \$33</i>			
6300	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG			\$15,400.00
			<i>Notes: Planning to support their learning from their professional development books. 3 sessions at 5 hours per session at \$38 per hour for 20 teachers including fringe.</i>			
5100	510-Supplies	2201 - Kenly Elementary School	UniSIG			\$3,190.01
			<i>Notes: Science Supplies. Items needed for science instruction include growing gators, science boards, weather watcher thermometers, hands lens, forceps, tape measures, stopwatches, scales, graduated cylinders, eye droppers, mirrors, flashlights, solar race cars, soldering irons, glue guns, five senses/sound kits, sink and float kits, magnets, rocks, UV beads, owl pellets, tuning forks, batteries, bins. These materials will support the entire school population and be used K-5.</i>			
					<b>Total:</b>	<b>\$203,965.00</b>