

Polk County Public Schools

# Kathleen Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Kathleen Elementary School

3515 SHERETZ RD, Lakeland, FL 33810

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

## Demographics

**Principal: Tracie Upton**

Start Date for this Principal: 8/19/2020

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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%)
<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>	
* 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 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

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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<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.**

Kathleen Elementary School is committed to collaborating with teachers, staff, parents, guardians, community partners, and students to provide a rigorous, real world learning experience that results in high academic achievement and responsible citizens; within a learning environment that supports equitable opportunities for ALL students.

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

"Building Leaders Today, to Change the World Tomorrow!"

Motto: We are Cougar L.E.A.D.E.R.S.

Love Learning, Excel in All We Do, Achieve Goals Together, Do What is Right, Empower Others, Respect Yourself, Smile Every day!

### School Leadership Team

#### **Membership**

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

Name	Position Title	Job Duties and Responsibilities
Anthony, Adrian	Principal	Dr. Adrian Anthony 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 subject and grade levels.
Williams, Rashawn	Assistant Principal	Mrs. Rashawn Williams is the Assistant Principal and helps implement the vision of the instructional leader. As the Assistant Principal Mrs. Rashawn Williams takes an active role in grade level planning sessions, data meetings, and observes teachers to give immediate feedback on teaching practices.
Ali, Firdaws	Instructional Coach	Ms. Firdaws Ali serves as the school's Reading Coach. During planning sessions Ms. Ali uses her expertise to help teachers understand the full extent of the ELA standards and gives examples of tasks that will reach the full intent of the standards. In classrooms, Ms. Ali observes teachers and gives suggestions to improve student engagement and rigor.
Jeffers, Lindz	Other	Ms. Lindz Jeffers serves as the school's STEM Interventionist. Ms. Jeffers uses her expertise to help teachers understand the full intent of the Math and Science standards and models examples of these tasks. In classrooms, Ms. Jeffers observes teachers and gives suggestions to improve students engagement and rigor. She will also be facilitating the use of the Science lab conducting experiments with students based on the curriculum.
	School Counselor	Ms. Nikita Armstrong serves as the school's guidance counselor for all grade levels. She also analyzes academic, behavior, and attendance data to identify areas in need of improvement. With her expertise she gives the team and teachers valuable information on how to meet the social and emotional needs of students.
Cooper, Penny	Staffing Specialist	Mrs. Penny Cooper, is the LEA at our school. Mrs. Cooper is the district representative at the school level that helps create and modify student IEPs and 504s. She collaborates with staff and families to ensure students proper services and accommodations.

## Demographic Information

### Principal start date

Wednesday 8/19/2020, 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.*

4

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

32

**Total number of students enrolled at the school**

398

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

12

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

13

### Demographic Data

## Early Warning Systems

### 2021-22

**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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

**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	
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**

Thursday 6/24/2021

**2020-21 - 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	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

**2020-21 - 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	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

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				42%	51%	57%	44%	50%	56%
ELA Learning Gains				46%	51%	58%	49%	51%	55%
ELA Lowest 25th Percentile				53%	49%	53%	46%	45%	48%
Math Achievement				49%	57%	63%	42%	58%	62%
Math Learning Gains				55%	56%	62%	51%	56%	59%
Math Lowest 25th Percentile				45%	47%	51%	48%	44%	47%
Science Achievement				49%	47%	53%	34%	53%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	39%	52%	-13%	58%	-19%
Cohort Comparison						
04	2021					
	2019	31%	48%	-17%	58%	-27%
Cohort Comparison		-39%				
05	2021					
	2019	51%	47%	4%	56%	-5%
Cohort Comparison		-31%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	49%	56%	-7%	62%	-13%
Cohort Comparison						
04	2021					
	2019	40%	56%	-16%	64%	-24%
Cohort Comparison		-49%				
05	2021					
	2019	52%	51%	1%	60%	-8%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	51%	45%	6%	53%	-2%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

K: Star Early Lit

1st Grade: STAR Early Lit, STAR Reading

2nd Grade: STAR Early Lit, STAR Reading, STAR Math

3rd Grade: STAR Reading, STAR Math

4th Grade: STAR Reading, STAR Math, SC Quarterlies

5th Grade: STAR Reading, STAR Math, SC Quarterlies

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58	57	47
	Economically Disadvantaged	47	53	44
	Students With Disabilities	50	14	13
	English Language Learners	67	33	
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65	68	51
	Economically Disadvantaged	54	58	42
	Students With Disabilities	25	20	20
	English Language Learners	100	20	
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89	80	53
	Economically Disadvantaged	93	83	54
	Students With Disabilities	50	100	20
	English Language Learners			33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	52	60	47
	Economically Disadvantaged	52	57	46
	Students With Disabilities	45	27	18
	English Language Learners	40	57	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	42	39
	Economically Disadvantaged	42	42	39
	Students With Disabilities	36	33	30
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	51	37
	Economically Disadvantaged	43	52	34
	Students With Disabilities	27	42	20
	English Language Learners	25	40	
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	30
	Economically Disadvantaged	33	39	22
	Students With Disabilities	8	14	8
	English Language Learners	10	14	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	53	46
	Economically Disadvantaged	37	48	39
	Students With Disabilities	15	7	15
	English Language Learners	15	27	19

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	39	41
	Economically Disadvantaged	33	36	40
	Students With Disabilities	23	23	23
	English Language Learners	13	13	38
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	40	42
	Economically Disadvantaged	44	36	37
	Students With Disabilities	22	17	20
	English Language Learners	50	63	63
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	49	49	56
	Economically Disadvantaged	40	35	53
	Students With Disabilities	50	45	45
	English Language Learners	49	49	56

## Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	9	15		15	31		9				
ELL	22	50		39	42						
BLK	16	31		19	8		18				
HSP	22	30		30	36		24				
WHT	45	37		51	38		45				
FRL	29	33	36	35	30	18	30				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	296
Total Components for the Federal Index	8
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	16
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	



Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

Our historical FSA trend data (based on 2018 & 2019) purports that there has been significant growth within the ELA Achievement area among Student with Disabilities (7 to 20), and for English Language Learners from 13 to 23. Additionally, there was significant growth in Math Achievement from Black students (21 to 31). Moreover, the 2019 FSA data asserts that English Language Arts the Lowest 25% was 73 among Student with Disabilities, and White with 67, and Hispanic 50. Within Mathematics learning gains there was significant increase from 12 to 62.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

Our historical data asserts based on the FSA progress monitoring the greatest need within the area of Science Achievement being 9 and English Language Arts Achievement being 20 among Student with Disabilities. Within the area of Multi-racial students the English Language Arts Achievement being 20 and English Language Arts achievement being 23.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

A significant contributing factors for the areas for needs improvement is having systematic Tier 2 interventions that are congruent among the grade levels. Additionally, the transition to elearning instruction do to the global pandemic.

The new actions to mitigate this need is to implement a Tiered support to increase achievement in the form of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). Providing professional development on Multi-Tiered Systems of Support (MTSS) and progress monitor the fidelity of support within each Tier.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

The data that demonstrated the most improvement based on the 2019 state assessments was the Mathematic Learning gains increasing from 23 to 62.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

The contributing factors that contributed to the improvement was a strategic focus on mathematics professional development. The new actions is to utilized a systematic and streamlined approach to math professional development with the support of the school district.

#### **What strategies will need to be implemented in order to accelerate learning?**

The strategies to accelerate learning by using the Professional Learning Communities as a medium to to focus on teaching that emphasizes student knowledge acquisition by focusing on the specific knowledge and skills that students need to master with the new BEST Benchmarks and transitioning Florida Standards.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Given the contributing factors and strategies identified in the accelerated learning framework we will have training on CHAMPS and Kagan to set the learning environment. Additionally, we will have training on the BEST Benchmarks to understand the state goal. Furthermore, we will have trainings on reaching the Depth of Knowledge based on the weekly benchmarks. Finally, we will have trainings on STAR, FSA/BEST Assessment, ISIP, Freckle, and Smarty Ants to connect the teaching and learning to assessments.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

We will launch schoolwide trainings on Trauma Informed Care to support with the barriers that impact teaching and learning.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. Culture & Environment specifically relating to Discipline**

<b>Area of Focus Description and Rationale:</b>	Kathleen Elementary School has scored 512/1395 for school incidents based on the SafeSchoolsforAlex data
<b>Measurable Outcome:</b>	The measurable outcomes for the school incidents of violence is to reduce the score 499/1395 in the 2021-2022 school year.
<b>Monitoring:</b>	The discipline area of focus will be monitored through the Multi-Tiered Systems of Support - Behavior Team within the FOCUS electronic platform.
<b>Person responsible for monitoring outcome:</b>	Thomas Pollock (thomas.pollock@polk-fl.net)
<b>Evidence-based Strategy:</b>	The school will use the MTSS system as well as foundational components to Trauma Informed Care. The daily systems will include Harmony Curriculum, Calming Corners, American Sign Language, and Kagan Strategies.
<b>Rationale for Evidence-based Strategy:</b>	The school selected these strategies based on the community demographics, Title I status, and the impact on the COVID-19 pandemic.

**Action Steps to Implement**

- Professional Development on Tier 1 Structures
- PBIS
- Harmony: Meet Up/ Buddy Up
- PBIS World
- Professional Development on Tier 2 Structures
- Small Group Counseling
- Mentor
- Check In/Check Out
- FBA/BIP
- Professional Development on Tier 3 Structures
- Revise FBA
- Individual Counseling
- District Discipline Support

**Person Responsible** Thomas Pollock (thomas.pollock@polk-fl.net)

**#2. Instructional Practice specifically relating to Small Group Instruction**

<b>Area of Focus Description and Rationale:</b>	Based on our ESSA subgroup data and 3 year trend data, Kathleen Elementary is categorized as an L300 school because our students low proficiency in English Language Arts.
<b>Measurable Outcome:</b>	The intended outcome is to close the achievement gap in our subgroups by focusing on teaching foundational skills during small group instruction during the 120 minute reading block and during Power Hour.
<b>Monitoring:</b>	The Area of of Focus will be monitored by objectively analyzing SIPPS initial assessments and formative assessments. We will also monitor STAR Results, STAR Early Lit, and Smarty Ants participation and mastery.
<b>Person responsible for monitoring outcome:</b>	Rashawn Williams (rashawn.williams@polk-fl.net)
<b>Evidence-based Strategy:</b>	SIPPS-Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words will be implemented by our all ESE staff, paras, and Kindergarten Teachers.
<b>Evidence-based Strategy:</b>	Classroom teachers are implementing the B.E.S.T. standards, with the focus on foundational skills in K-2 being taught during whole group and small group this school year.
<b>Evidence-based Strategy:</b>	School-wide promotion of Accelerated Reader and Smarty Ants daily during small group instruction.
<b>Rationale for Evidence-based Strategy:</b>	SIPPS, Accelerated Reader, and Smarty Ants are all research-based resources that support reading instruction. All four resources can be used and progressed monitored by teachers and administration to make instructional decisions and adjustments before quarterly STAR Testing.

**Action Steps to Implement**

1. Train all ESE staff (teachers and paras) and Kindergarten teachers on SIPPS implementation.
2. Train all paras on staff on SIPPS implementation.
3. Analyze SIPPS Initial Assessment, STAR & FLKRS data to form student groups for paras and ESE staff.
4. Schedule time in September to review SIPPS mastery data with Kindergarten.
5. Schedule weekly time for the paras and ESE staff to discuss and lesson plan SIPPS small groups.
6. Progress monitor bi-weekly, Accelerated Reader and Smarty Ants.
7. The Leadership Team will analyze Accelerated Reader and STAR (3 times a year) data with the teachers during PLC's monthly.
8. Celebrations will be held monthly and quarterly to encourage and celebrate students who have made gains.

**Person Responsible** Rashawn Williams (rashawn.williams@polk-fl.net)

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Our school has been identified as 1 of 71 schools in the district, where our 50% or more of our students scored below a Level 3 on the most recent statewide ELA assessment. Our most recent STAR Results also show that our 3rd - 49% proficient, 4th - 40% proficient, and 5th - 37% proficient. 3rd -5th graders are only 42% proficient in total.

**Measurable Outcome:** For the 2021-22 school year, we will increase our K-5 reading proficiency through a focus on primary grades (K-2) with phonics & fluency. Also, increase reading comprehension in grades K-5.

I-Station: monthly reports and monthly celebrations/incentives to the classes who make growth.

**Monitoring:** Accelerated Reader from Leveled Readers and books at student levels  
Monthly Fluency Checks

**Person responsible for monitoring outcome:** Rashawn Williams (rashawn.williams@polk-fl.net)

**Evidence-based Strategy:** Fluency Checks  
Accelerated Reader with non-fiction and fiction texts  
I-station Individualized Lessons, based on monthly data chats

**Rationale for Evidence-based Strategy:** K-5 teachers are promoting reading and reading strategies by using Accelerated Reader. Our leveled readers are being used to teach FSA standards, therefore, students can test on their level and fluency can also be assessed.

**Action Steps to Implement**

Pull I-Station Data Monthly.

Plan for Small Group Instruction for ELA in 3rd, 4th, & 5th grades, using I-Station data.

Promote Accelerated Reader K-5.

The Leadership Team will analyze I-station data with the teachers during PLC's monthly.

The Literacy Team will promote the fluency, comprehension, and AR in their PLC's and amongst their grade levels.

**Person Responsible** Firdaws Ali (firdaws.ali@polk-fl.net)

The Leadership Team will progress monitor, reward, and incentive I-Station Growth monthly.  
The Leadership Team will progress monitor, reward, and incentive Accelerated Reader Growth quarterly.

**Person Responsible** Rashawn Williams (rashawn.williams@polk-fl.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Kathleen Elementary School has ranked low for school incidents with the ranking of #512 out of 1395 students. The five year trend from 2014 - 2019 has been a downward slope, resulting in a decrease in property incidents and drugs/public order. Our primary focus is to decrease the incidents of violence and monitor drug related incidents. The school is implementing a robust Multi-Tiered Systems of support including Trauma Informed Care, CHAMPS systems, and Positive Behavior Intervention Systems. Additionally, we are creating a culture and climate that promotes healthy choices through STEM and Red Ribbon Week.**

#### **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.**

Kathleen Elementary School is building a positive school culture and environment that reflects student achievement by investing in hiring the best and brightest staff members. Our new collective vision and mission centers around building student and staff leaders that focus on achievement. The school is creating a theme for the year that focus on teamwork, achievement, equity and diversity in a supportive school environment. The culture will focus on consulting various stakeholder including community business leaders, community churches, colleges, universities, social agencies, and the Parent Teacher association.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Kathleen Elementary School has ranked low for school incidents with the ranking of #512 out of 1395 students. The five year trend from 2014 - 2019 has been a downward slope, resulting in a decrease in property incidents and drugs/public order. Our primary focus is to decrease the incidents of violence and monitor drug related incidents. The school is implementing a robust Multi-Tiered Systems of support including Trauma Informed Care, CHAMPS systems, and Positive Behavior Intervention Systems. Additionally, we are creating a culture and climate that promotes healthy choices through STEM and Red Ribbon Week.

#### **Part V: Budget**

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

1	III.A.	Areas of Focus: Culture & Environment: Discipline				\$266,708.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1221 - Kathleen Elementary School	Title, I Part A		\$266,708.32
			Notes: We are using Title 1 funding to pay for our additional paraprofessionals, reading coach, and STEM interventionist to support a culture of high expectations. Additionally, we are purchasing the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) curriculum and software and providing professional development for staff for Tier 1 foundational skills and Tier 2 interventions.			
2	III.A.	Areas of Focus: Instructional Practice: Small Group Instruction				\$266,708.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3120	160-Other Support Personnel	1221 - Kathleen Elementary School	Title, I Part A		\$266,708.32
			Notes: We are using Title 1 funding to pay for our additional paraprofessionals, reading coach, and STEM interventionist to support a culture of high expectations. Additionally, we are purchasing the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) curriculum and software and providing professional development for staff for Tier 1 foundational skills and Tier 2 interventions.			
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
Total:						\$533,416.64