Henry F. Kite Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

http://www.duvalschools.org/henrykite

Demographics

Principal: Raquel Foxworth

Start Date for this Principal: 7/1/2021

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

Henry F. Kite Elementary School

9430 LEM TURNER RD, Jacksonville, FL 32208

http://www.duvalschools.org/henrykite

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

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

Provide the school's vision statement.

The vision of Henry F. Kite Elementary is that our school community will develop Global Leaders and Learners. Henry F. Kite Elementary strives to ensure that all learners acquire the skills, knowledge, and attitudes necessary to succeed in elementary school and beyond.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Foxworth, Raquel	Principal	All duties relating to student academic achievement, human resources and facility management. Provide a safe and secure environment that promotes academic and social success. Establish, foster and sustain a healthy school culture by building relationships with staff, students, parents and community stakeholders. Manage and coordinate facility upkeep and operations to ensure and environment conducive to the highest level of learning. Identify, hire and retain through meaningful professional development and ethical practices, highly qualified experienced staff. Ensure overall school vision, functions and operations are aligned with district policies, initiatives and programs along with compliance and state and federal statues. Provide a common vision for the use of data-based decision making, monitor student achievement and staff development.
Watson, Tarsha	School Counselor	Monitor MTSS services for all students. Support students in developing peer relationships, effective social and decision making skills and conflict resolution strategies. Assist with managing and monitoring student social growth and development. Assist teachers in providing tier 2 and 3 behavior interventions. Coordinate outreach services and community support services that align with the needs of students and staff. Provide individual and group counseling to students as needed.
Newhouse, Jill	Teacher, ESE	Monitor, model and assist with the implementation of academic instruction. Assist in the development of appropriate IEP goals, objectives and data collection. Assist teachers with creating and maintaining IEP, anecdotal logs, discipline referrals, parent contact log.
Parker-Freeman, Valencia	Reading Coach	Coordinate and facilitate ongoing professional development in ELA that aligns to student and teacher needs. Compose and distribute the expectations for the the classroom environment. Support teachers with planning and delivering lessons that align to the standards/ Coordinate and facilitate school activities that encourage and support student success in reading.
Meadows, Kechiera	Assistant Principal	Assist with providing a safe and secure environment that promotes academic and social success. Assist with managing and coordinating facility upkeep and operations to ensure and environment conducive to the highest level of learning. Assist with establishing, fostering and sustaining a healthy relationship with the staff, students, parents and community. Manage and progress monitor student social growth and development. Coordinate and facilitate testing operations and implementation.

Demographic Information

Principal start date

Thursday 7/1/2021, Raquel Foxworth

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

3

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

2

Total number of teacher positions allocated to the school

14

Total number of students enrolled at the school

256

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

4

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

4

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	15	30	40	43	40	46	0	0	0	0	0	0	0	214
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
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	2	0	1	3	0	0	0	0	0	0	0	0	6

The number of students identified as retainees:

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

Sunday 7/25/2021

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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				55%	50%	57%	51%	50%	56%
ELA Learning Gains				64%	56%	58%	59%	51%	55%
ELA Lowest 25th Percentile				61%	50%	53%	58%	46%	48%
Math Achievement				64%	62%	63%	64%	61%	62%
Math Learning Gains				83%	63%	62%	74%	59%	59%
Math Lowest 25th Percentile				75%	52%	51%	67%	48%	47%
Science Achievement				61%	48%	53%	35%	55%	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	49%	51%	-2%	58%	-9%
Cohort Comparison						
04	2021					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		-49%				
05	2021					
	2019	52%	50%	2%	56%	-4%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison						
04	2021					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-48%				
05	2021					
	2019	77%	57%	20%	60%	17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	60%	49%	11%	53%	7%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st and 2nd grade- i-Ready Reading and Math
3rd- 5th grade PMA(Progress Monitoring Assessments)

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/10%	17/41%	29/69%
	Economically Disadvantaged	4/10%	13/38%	22/65%
	Students With Disabilities	1/11%	0/0%	1/17%
	English Language Learners	1/100%	1/100%	1/100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	13/33%	26/62%
	Economically Disadvantaged	0/0%	11/33%	21/62%
	Students With Disabilities	0/0%	0/0%	1/17%
	English Language Learners	0/0%	1/100%	1/100%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/11%	11/26%	16/38%
	Economically Disadvantaged	4/9%	8/24%	14/41%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0	0	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/4%	6?14%	13/32%
	Economically Disadvantaged	1/2%	5/15%	11/33%
	Students With Disabilities	0/0%	1/20%	0/0%
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/30%	14/35%	16/46%
	Economically Disadvantaged	9/26%	9/29%	13/48%
	Students With Disabilities	1/14%	0/0%	2/50%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14/31%	16/43%	16/43%
	Economically Disadvantaged	7/20%	12/41%	9/32%
	Students With Disabilities	1/14%	1/20%	1/20%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	13/30%	21/46%	15/35%
	Economically Disadvantaged	7/22%	17/47%	11/31%
	Students With Disabilities	1/14%	1/14%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10/22%	11/27%	14/33%
	Economically Disadvantaged	5/14%	7/23%	10/29%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/22%	18/40%	19/40%
	Economically Disadvantaged	6/19%	12/38%	13/39%
	Students With Disabilities	0.0%	0/0%	2/29%
	English Language Learners	0.0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/31%	15/33%	23/50%
	Economically Disadvantaged	10/31%	9/27%	16/50%
	Students With Disabilities	0/0%	0/0%	2/29%
	English Language Learners	0/0%	0/0%	0/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/36%	20/43%	19/40%
	Economically Disadvantaged	9/28%	15/45%	13/39%
	Students With Disabilities	1/17%	1/20%	1/14%
	English Language Learners	0/0%	0/0%	0/0%

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	22			11							
BLK	36	34	40	47	53	55	24				
FRL	36	33		43	53		26				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	39		36	67		60				
BLK	54	61	56	63	84	72	59				
FRL	52	67	63	61	79	76	54				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	53	60	58	74		33				
BLK	51	61	56	64	75	63	26				
FRL	48	56	61	64	73	69	31				

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	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	298
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	17
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
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?

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

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

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

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

The data component that had the greatest gap when compared to the state average was 3rd Grade Math, with a 14 point difference. The factors that may have contributed to the gap include:
- Students have very few opportunities to demonstrate knowledge and understanding on standardized assessments prior to entering 3rd grade.
- Students lack of foundational skills that hindered the ability to access and perform well on grade level appropriate standards aligned tasks, assignments, and assessments,
- Additional resources (human capital, technology, and instructional materials) are needed to address student deficits in Math.

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

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

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

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

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

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

students

5. Implement/enhance programs/strategies to improve the level of safety and security for the campus and students

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.

Teachers and Leaders will engage in weekly PLC/Common Planning. We will also participate in Early Release Day trainings and other Professional Development opportunities as needed.

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

Instructional staff will engage in Coaching cycles, as well as collaborative planning with partner schools. Students will be able to receive after school tutoring as well as small group support while utilizing supplemental research based materials.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Approximately 50% of classrooms at Henry F. Kite Elementary demonstrate standards aligned instruction, tasks and assessments. This was evidenced from data gathered from the Duval County Public School's standards walk-through tool used during classroom observations and evaluations. Based on teacher response to the 5 Essentials survey, there is a need to improve the comprehensive collaborative component of instructional planning and delivery. The data shows a need to include more collaborative cyclic processing (planning, implementing, observing, adjusting to student/teacher performance).
Measurable Outcome:	75% of instructional staff at Henry F. Kite Elementary will engage in standards based planning and instructional delivery.
Monitoring:	This Area of Focus will be monitored for desired outcomes by classroom walk-throughs, engaging in weekly collaborative planning sessions and various professional development opportunities.
Person responsible for monitoring outcome:	Kechiera Meadows (meadowsk@duvalschools.org)
Evidence-based Strategy:	(1) Human Capital: In an effort to provide the opportunity to improve the quality of small group instruction and remediation, a Reading Coach will be employed. During the 2021-2022 school year, the Reading Coach will support teachers and students on all grade levels, focusing on the delivery of quality instruction as well as small group activities utilizing programs such as but not limited to iReady Reading and Math, Reading Mastery, Achieve 3000, Freckle, etc. (2) Providing virtual and in person extended learning opportunities utilizing programs such as but not limited to site licenses for technology programs such as NearPod and field trips that will assist students in experiencing real-world examples and applications of their in class learning. (3) Utilizing site licenses and subscriptions to supplemental instructional programs including but not limited to Time4Kids, Hand2Mind and Study Island to aid in standards based instruction and tutoring efforts.
Rationale for Evidence-based Strategy:	The evidenced based strategies included will lead to continuous school improvement by focusing on providing adequate student-teacher/paraprofessional contact ratio, utilizing engaging standards aligned instructional materials and technology to enhance the students instructional experience and opportunity for success on standardized /standards based tasks, assignments and assessments.
Action Steps to Implement	

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

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

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

Person Responsible	Kechiera Meadows (meadowsk@duvalschools.org)

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

Person Responsible Kechiera Meadows (meadowsk@duvalschools.org)

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

Person Responsible Valencia Parker-Freeman (parkerv@duvalschools.org)

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

Action Steps to Implement

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

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

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

Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

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

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

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

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

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

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

We will engage in successful common planning with a focus on standards based alignment during the delivery of instruction. Kdg- 5th grade teachers will engage in successful common planning resulting in planning and delivery of quality instruction. We will continue work with the Learning Arcs to deepen teachers understanding of standards based alignment.

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Approximately 50% of classrooms at Henry F. Kite Elementary demonstrate standards aligned instruction, tasks and assessments. This was evidenced from data gather from the Duval County Public School's standards walk-through tool used during classroom observations and evaluations. Based on feedback from the Instructional Review Team and ratings based on the standards walk through tool, there is a need to improve the delivery of instruction aligning learning activities to the standard. The data shows a need to include more cyclic processing (planning, implementing, observing, adjusting teacher performance).
Measurable Outcome:	75% of instructional staff at Henry F. Kite Elementary will engage in standards based planning and instructional delivery of standards aligned instruction.
Monitoring:	In an effort to improve the quality of standards aligned instruction, the administrative team will conduct weekly classroom walk throughs, and the Reading Coach will support teachers and students on all grade levels, focusing on the delivery of quality standards aligned planning, instruction and assessments.
Person responsible for monitoring outcome:	Raquel Foxworth (foxworthr@duvalschools.org)
Evidence-based Strategy:	We will engage in weekly PLC/Common Planning with a focus on standards alignment. Teachers utilize common planning and professional learning communities to enhance learning the process for developing and vetting standard aligned tasks, assignments and assessments. These collaborative opportunities will assist with improving instructional planning, delivery and reflection.
Rationale for Evidence-based Strategy:	The evidenced based strategies included will lead to continuous school improvement by focusing on providing adequate teacher/coach contact ratio, utilizing engaging standards aligned instructional materials to plan and implement standards based tasks, assignments and assessments.

Action Steps to Implement

We will engage in successful common planning with a focus on standards based alignment during the delivery of instruction. Kdg- 5th grade teachers will engage in successful common planning resulting in planning and delivery of quality instruction. We will continue work with the Learning Arcs to deepen teachers understanding of standards based alignment.

Person Responsible	Valencia Parker-Freeman (parkerv@duvalschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

Henry F, Kite Elementary is a Calm Classroom School. Our entire school engages daily in calm classroom activities at the direction of our School Counselor. This sets the tone for the day in that this method is used to empower students and educators with mindfulness skills that support their overall emotional wellbeing.
We also have a PBIS team that meets monthly to access behavior and discipline data. We look to ensure that all student sub groups are receiving equitable treatment in situations involving discipline and consequences. We encourage teachers to attend PBIS trainings, which focuses on recognizing the positive behaviors that students display rather than those less desirable behaviors.

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.

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

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

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

Pastor Leon Bing- SAC Chair
Juanita Banton- PTA President
Latrease Mallory- Parent Liaison
St Paul Church of Jax- Faith Based Partner
Zion Temple Christian Church- Faith Based Partner

Buffy Staggs- Community Support
William & Leslie Hodge- Parent Support Group
Yancey & Nicola Lindsey- Parent Support Group

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	$0.00
		Total:	$0.00