Kenly Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Kenly Elementary School

2909 N 66TH ST, Tampa, FL 33619

[no web address on file]

Demographics

Principal: Jeffrey Cooley

Start Date for this Principal: 6/17/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-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* English Language Learners* Black/African American Students* Hispanic Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (35%) 2017-18: D (37%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 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.

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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2909 N 66TH ST, Tampa, FL 33619

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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	95%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

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

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SIP Authority

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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.

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	Position Title	Job Duties and Responsibilities
Wallace, Russell	Principal	The principal will have oversight over all programs and systems while responsible for monitoring all structures and outcomes.
Brown, Tiffany	SAC Member	Hold and conduct SAC meetings and communicate all items to stakeholders.

Demographic Information

Principal start date
Thursday 6/17/2021, 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.*
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.*
3

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school
481

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

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	79	67	62	83	62	80	0	0	0	0	0	0	0	433
Attendance below 90 percent	10	11	9	8	3	7	0	0	0	0	0	0	0	48
One or more suspensions	0	1	2	4	3	3	0	0	0	0	0	0	0	13
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	12	24	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	11	32	0	0	0	0	0	0	0	43
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	2	1	2	0	0	0	0	0	0	0	5

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	13	0	0	0	0	0	0	0	0	0	13
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

Wednesday 7/28/2021

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	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	
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	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	
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				25%	52%	57%	28%	52%	56%
ELA Learning Gains				43%	55%	58%	39%	52%	55%
ELA Lowest 25th Percentile				40%	50%	53%	37%	46%	48%
Math Achievement				24%	54%	63%	35%	55%	62%
Math Learning Gains				36%	57%	62%	49%	57%	59%
Math Lowest 25th Percentile				38%	46%	51%	31%	44%	47%
Science Achievement				36%	50%	53%	39%	51%	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	24%	52%	-28%	58%	-34%
Cohort Comparison						
04	2021					
	2019	19%	55%	-36%	58%	-39%
Cohort Comparison		-24%				
05	2021					
	2019	31%	54%	-23%	56%	-25%
Cohort Comparison		-19%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	17%	54%	-37%	62%	-45%
Cohort Comparison						
04	2021					
	2019	22%	57%	-35%	64%	-42%

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-17%					
05	2021						
	2019	34%	54%	-20%	60%	-26%	
Cohort Comparison		-22%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021						
	2019	34%	51%	-17%	53%	-19%	
Cohort Comparison							

Grade Level Data Review - Progress Monitoring Assessments

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

Achieve 3000, District formative assessments, iReady

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9	11	19
	Economically Disadvantaged	9	10	19
	Students With Disabilities	2	5	8
	English Language Learners	0	6	15
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12	13	22
	Economically Disadvantaged	12	13	22
	Students With Disabilities	3	7	9
	English Language Learners	1	4	6

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	7	6	12
	Economically Disadvantaged	7	6	12
	Students With Disabilities	0	2	7
	English Language Learners	0	1	6
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	8	11	16
	Economically Disadvantaged	8	10	15
	Students With Disabilities	3	5	10
	English Language Learners	2	5	11

Grade 3				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	8	16	23
	Economically Disadvantaged	7	16	22
	Students With Disabilities	5	11	14
	English Language Learners	4	8	13
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	12	21	24
	Economically Disadvantaged	11	20	23
	Students With Disabilities	8	18	17
	English Language Learners	7	19	21

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	18	20
	Economically Disadvantaged	16	18	20
	Students With Disabilities	7	8	15
	English Language Learners	11	15	17
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18	23	31
	Economically Disadvantaged	18	22	30
	Students With Disabilities	8	11	22
	English Language Learners	14	13	17
Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	19	27	33
	Economically Disadvantaged	19	27	33
	Students With Disabilities	17	22	24
	English Language Learners	19	26	29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	23	36	42
	Economically Disadvantaged	23	35	42
	Students With Disabilities	19	27	26
	English Language Learners	23	31	38
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	8	27	30
	Economically Disadvantaged	7	27	30
	Students With Disabilities	2	12	17
	English Language Learners	5	19	27

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	4	50	69	22	77	92	8				
ELL	17			50							
BLK	22	50	67	32	83	92	22				
HSP	21	60		40	79		33				
WHT	53			61							
FRL	24	55	72	38	81	94	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	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				

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	99%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	53
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	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	57
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	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Overall ELA data has remained stagnant in proficiency but with quality gains and quality bottom quartile gains. Math has shown great growth in proficiency and outstanding gains across the board.

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

The lowest data component is ELA proficiency and our only subgroup not meeting expectations is the ELL subgroup.

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

COVID and elearning were huge obstacles for improvement in these areas. ELL had access to a new program, Imagine Learning but not for the full year. We anticipate great growth with a full year of access to the program.

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

Math gains and math bottom quartile gains especially were the most improved. Our math bottom quartile gains were number one in the entire state.

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

Planning sessions and data systems implemented by our new math coaches paid huge dividends. The work and systems by the coaches were effectively implemented by teachers in the classroom.

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

Foundational skills taught with fidelity in kindergarten through 2nd grade. Teachers having impeded vocabulary lessons as a consistent part of daily ELA curriculum. Core instruction with aggressive monitoring to engage student learning and understanding.

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.

Data Driven Instruction
Aggressive Monitoring Techniques
LSI Thinking Maps

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

Strong resource team; two math coaches, two reading coaches, RTI facilitator, ESE Specialist. This team will lead the curriculum and instruction initiatives.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Instructional Priority - Teachers will plan high quality lessons in ELA, Math, and Science during their common planning time in order to demonstrate clarity around the standards. Teachers will progress monitor students' progress towards mastery and provide specific feedback to help students reach proficiency. Rationale: Based on FSA data, we identified significant learning gains, but inadequate growth in proficiency. This can be contributed to the lack of teacher clarity of around standards. There were also a lack of frequent progress monitoring of student data. With the implementation of the new BEST standards for K-2, we feel standards-aligned instruction is necessary to help push our students to proficiency. ELA FSA results indicate significant improvements in learning gains and bottom quartile learning gains. However, significant improvements are needed to for the number of kids reaching proficiency. ELA proficiency for the 2020-2021 school year was 24%.
Measurable Outcome:	Student FSA assessment data indicated great student learning gains but inadequate proficiency. Science 3+ was 26%, Math 3+ was 38% and reading 3+ was 24%. Teachers and staff will spend more time analyzing student outcomes and incorporating high impact influences to move significantly more students to proficiency. ELA proficiency for 2020-2021 was 24% and our school goal for 2021-2022 is 62%.
Monitoring:	The administration will conduct daily walkthroughs using a monitoring tool to provide targeted and specific feedback based on the instructional focus and task alignment. The administration will conduct daily walkthroughs of ELA classrooms to provide targeted and specific feedback based on the identified instructional priority and look fors.
Person responsible for monitoring outcome:	Russell Wallace (russell.wallace@hcps.net)
Evidence-based Strategy:	Data teams will meet every Tuesday for aggressive monitoring of students' progress master of standards towards proficiency. Weekly planning sessions will be focused on standards with an emphasis on teacher clarity. The teachers will also develop a progress monitoring tool to ensure student mastery of the standards. Administration will analyze walkthrough data to help determine coaching next steps for teachers. ELA teachers will aggressively monitor standards based tasks for students within each lesson with frequent checks for understanding while using this information to determine data driven small group instruction.
Rationale for Evidence-based Strategy:	We will use planning with an emphasis on standards to strengthen teacher instructional practice in order to increase proficiency. ELA instructional coaches will emphasize the aggressive monitoring techniques in planning and their effective use in daily instruction.
Action Steps to Implement	

Reading Coach will focus on weekly coaching, modeling, and planning high quality lessons during their common planning time in order to demonstrate clarity around the standards. The coach will meet weekly

with administration to determine next steps for teachers. The coach will also provide professional development on High Impact Influences. The PD will take place throughout the year with a specific focus on which high impact strategies to implement with fidelity.

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

Assistant Teacher BD Level will provide targeted instruction for approximately 30 ELL LYA and LYB students in grades K-2. The Assistant Teacher will attend planning sessions with the teacher and implement specific strategies to move the LYA and LYB students to proficiency. The Assistant Teacher will push in to the classroom as an additional support to conduct small group lessons.

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

Teachers and coaches will need access to a variety of materials to plan and deliver high quality lessons so students' complete high-quality work. These materials include binders, binder clips, paper clips, copy paper, chart paper, pencils, pens, crayons, expo markers, post it notes, index cards, folders, highlighters, page protectors, tab dividers, notebook paper, rulers, colored pencils, permanent markers, erasers, card stock, construction paper, lamination rolls/sheets, butcher paper, and spiral notebooks. Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.

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

To continue to increase proficiency in science, our students need to be exposed to relevant science content. We will purchase PENDA for K-5 students. PENDA is a science skills builder tool built around the standards. It is learning through engaging lessons that can be tailored for students. It generates data for monitoring student progress. PENDA will be used bi-weekly / weekly to progress monitor mastery of grade level standards in grades K-5 in science. The cost of the program is $6,850.00

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

Hire a Resource Teacher that is split funded with Title 1 dollars. The Reading Resource Teacher is a new position at Kenly. Resource Teacher will provide daily small group instruction along side the classroom teacher. The Resource Teacher will target Tier 2 and Tier 3 students in grades 3rd-5th. The Resource Teacher will also will focus on weekly coaching, modeling, and planning high quality lessons during their common planning time in order to demonstrate clarity around the standards.

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

Our school is currently a 1 to 1 device for students in grades 2nd-5th purchase with Title 1 dollars. We would like to purchase 10 laptop carts at a cost of $900 per cart to support the laptops. The carts will be housed in classrooms to allow students quick access as they are completing assessments as well as iReady, Achieve 3000 and PENDA.

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

The instructional staff will plan professional development for staff members to take place during faculty meetings or after school. They will focus on planning and high impact strategies to ensure teacher clarity with standards as well as moving students to proficiency. This specific planning is for 6 resource teachers for 2 hours bi-weekly every quarter (4 hours per quarter will take place in September, December, February, and April).

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Instructional Priority - Teachers will plan high quality lessons in ELA during their common planning time in order to demonstrate clarity around the standards. Teachers will progress monitor students' progress towards mastery and provide specific feedback to help students reach proficiency. Rationale: Based on FSA data, we identified significant learning gains, but inadequate growth in proficiency. This can be contributed to the lack of teacher clarity of around standards. There were also a lack of frequent progress monitoring of student data. With the implementation of the new BEST standards for K-2, we feel standards-aligned instruction is necessary to help push our students to proficiency. ELA FSA results indicate significant improvements in learning gains and bottom quartile learning gains. However, significant improvements are needed to for the number of kids reaching proficiency. ELA proficiency for the 2020-2021 school year was 24%.
Measurable Outcome:	Student FSA assessment data indicated great student learning gains but inadequate proficiency, reading 3+ was 24%. Teachers and staff will spend more time analyzing student outcomes and incorporating high impact influences to move significantly more students to proficiency. ELA proficiency for 2020-2021 was 24% and our school goal for 2021-2022 is 62%.
Monitoring:	The administration will conduct daily walkthroughs using a monitoring tool to provide targeted and specific feedback based on the instructional focus and task alignment. The administration will conduct daily walkthroughs of ELA classrooms to provide targeted and specific feedback based on the identified instructional priority and look fors.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Data teams will meet every Tuesday for aggressive monitoring of students' progress master of standards towards proficiency. Weekly planning sessions will be focused on standards with an emphasis on teacher clarity. The teachers will also develop a progress monitoring tool to ensure student mastery of the standards. Administration will analyze walkthrough data to help determine coaching next steps for teachers. ELA teachers will aggressively monitor standards based tasks for students within each lesson with frequent checks for understanding while using this information to determine data driven small group instruction.
Rationale for Evidence-based Strategy:	We will use planning with an emphasis on standards to strengthen teacher instructional practice in order to increase proficiency. ELA instructional coaches will emphasize the aggressive monitoring techniques in planning and their effective use in daily instruction.

Action Steps to Implement

Reading Coach will focus on weekly coaching, modeling, and planning high quality lessons during their common planning time in order to demonstrate clarity around the standards. The coach will meet weekly

with administration to determine next steps for teachers. The coach will also provide professional development on High Impact Influences. The PD will take place throughout the year with a specific focus on which high impact strategies to implement with fidelity.

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

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.

According to School Safety Dashboard, we are ranked 109 out of 119 elementary schools in the county for disciplinary actions. As we review our data, we have a clear plan to ensure the safety of our students. During preplanning, we will review our schoolwide discipline with each faculty member. The schoolwide plan will focus on restorative practices. Each grade level will have classroom ambassadors. The classroom ambassadors will be there to help new students transition to the school as well as remind students of the school wide expectations.
We will also develop a restorative practice committee and include parents. We want input from the parents and community on how we can support their child.

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.

The 21-22 Theme at Kenly is, "we are not here to be average, we are here to be awesome". The focus will continue to focus on high expectations for student outcomes and teacher/staff performance. The school vision is to ensure an equitable education that empowers students to be successful. We will have a student first mentality with all decision making that takes place in and around the school. All students social emotional learning will be prioritized and all efforts will be made to meet all student needs.

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

Our school SAC team will meet with stakeholders on a regular basis, PTA will be fully function and serve as an outreach for parent involvement, and business and community partners will be asked to support our culture initiatives throughout the year.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				$192,287.76
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG	0.5	$30,555.10
		Notes: Hire a Resource Teacher that is split funded with Title 1 dollars. The Reading Resource Teacher is a new position at Kenly. Resource Teacher will provide daily small group instruction along side the classroom teacher. The Resource Teacher will target Tier 2 and Tier 3 students in grades 3rd-5th. The Resource Teacher will also will focus on weekly coaching, modeling, and planning high quality lessons during their common planning time in order to demonstrate clarity around the standards.				
	5100	210-Retirement	2201 - Kenly Elementary School	UniSIG	0.5	$3,306.06
		Notes: Resource Teacher Retirement 10.82%				
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG	0.5	$1,894.41
		Notes: Resource Teacher FICA 6.2%				
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG	0.5	$443.05
		Notes: Resource Teacher Medicare 1.45%				
	5100	230-Group Insurance	2201 - Kenly Elementary School	UniSIG	0.5	$5,805.46
		Notes: Resource Teacher Life and Health Insurance 19%				
	5100	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG	0.5	$155.83
		Notes: Resource Teacher Workers Comp .51%				
	6400	130-Other Certified Instructional Personnel	2201 - Kenly Elementary School	UniSIG	1.0	$51,401.12
		*Notes: *Reading Coach will support standards-based instruction aligned to full depth of the standard. Develop the before-during-after common planning protocol to support teacher clarity. Lead common planning sessions for standards-based planning and implementation. Support students, new teachers, and the entire faculty with school wide writing and reading strategies that promote achievement. Model and co teach along tiered teachers for support through the school year.*				
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG	1.0	$5,561.60
		*Notes: *Reading Coach Retirement 10.82%*				
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	$3,186.87
		*Notes: *Reading Coach FICA 6.2%*				

	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG	1.0	$745.32
		*Notes: *Reading Coach Medicare 1.45%*				
	6400	230-Group Insurance	2201 - Kenly Elementary School	UniSIG	1.0	$9,576.21
		*Notes: *Reading Coach Health and Life Insurance 19%*				
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG	1.0	$262.15
		*Notes: *Reading Coach Workers Comp .51%*				
	5100	150-Aides	2201 - Kenly Elementary School	UniSIG		$39,375.00
		Notes: Assistant Teacher BD Level will provide targeted instruction for approximately 30 LYA and LYB students in grades K-2. The Assistant Teacher will attend planning sessions with the teacher and implement specific strategies to move the LYA and LYB students to proficiency. The Assistant Teacher will push in to the classroom as an additional support to conduct small group lessons.				
	5100	210-Retirement	2201 - Kenly Elementary School	UniSIG		$4,260.38
		Notes: Assistant Teacher BD Level Retirement 10.82%				
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG		$2,441.25
		Notes: Assistant Teacher BD Level FICA 6.2%				
	5100	220-Social Security	2201 - Kenly Elementary School	UniSIG		$570.94
		Notes: Assistant Teacher BD Level Medicare 1.45%				
	5100	230-Group Insurance	2201 - Kenly Elementary School	UniSIG		$7,481.25
		Notes: Assistant Teacher BD Level Health and Life Insurance 19%				
	5100	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$200.81
		Notes: Assistant Teacher BD Level Workers Comp .51%				
	5100	510-Supplies	2201 - Kenly Elementary School	UniSIG		$9,105.20
		Notes: Teachers and coaches will need access to a variety of materials to plan and deliver high quality lessons so students' complete high-quality work. These materials include binders, binder clips, paper clips, copy paper, chart paper, pencils, pens, crayons, expo markers, post it notes, index cards, folders, highlighters, page protectors, tab dividers, notebook paper, rulers, colored pencils, permanent markers, erasers, card stock, construction paper, lamination rolls/sheets, butcher paper, and spiral notebooks.				
	5100	519-Technology-Related Supplies	2201 - Kenly Elementary School	UniSIG		$980.24
		Notes: Purchase toner, flash drives, surge protectors, and headphones for K-5 teachers for academic usage.				
	5100	520-Textbooks	2201 - Kenly Elementary School	UniSIG		$6,850.00
		Notes: To continue to increase proficiency in science, our students need to be exposed to relevant science content. We will purchase PENDA for K-5 students. PENDA is a science skills builder tool built around the standards. It is learning through engaging lessons that can be tailored for students. It generates data for monitoring student progress. PENDA will be				

					used bi-weekly / weekly to progress monitor mastery of grade level standards in grades K-5 in science. The cost of the program is $6,850.00	
	6400	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		$3,437.71
			Notes: The instructional staff will plan professional development for staff members to take place during faculty meetings or after school. They will focus on planning and high impact strategies to ensure teacher clarity with standards as well as moving students to proficiency. This specific planning is for 6 resource teachers for 2 hours bi-weekly every quarter (4 hours per quarter will take place in September, December, February, and April).			
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG		$371.96
			Notes: Instructional Duties Added Retirement 10.82%			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$213.14
			Notes: Instructional Duties Added FICA 6.2%			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$49.85
			Notes: Instructional Duties Added Medicare 1.45%			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$17.53
			Notes: Instructional Duties Added Workers Comp .51%			
	5100	649-Technology-Related Noncapitalized Furniture, Fixtures and Equipment	2201 - Kenly Elementary School	UniSIG		$900.00
			Notes: Our school is currently a 1 to 1 device for students in grades 2nd-5th purchase with Title 1 dollars. We would like to purchase 1 laptop carts at a cost of $900 to support the laptops. The carts will be housed in classrooms to allow students quick access as they are completing assessments as well as iReady, Achieve 3000 and PENDA.			
	6400	510-Supplies	2201 - Kenly Elementary School	UniSIG		$850.00
			Notes: Purchase the Reading Strategies book for 25 teachers at a cost of $34 per book = $850			
	6400	120-Classroom Teachers	2201 - Kenly Elementary School	UniSIG		$1,924.12
			Notes: The teachers will participate in a training based on the book Reading Strategies. The training will provide teachers ways to plan high quality lessons in ELA with specific strategies to meet the needs of the students. The training will take place 2 days after school for 3 hours each day for 25 teachers at a pay rate of $15 along with fringe.			
	6400	210-Retirement	2201 - Kenly Elementary School	UniSIG		$208.19
			Notes: Professional Training Retirement 10.82%			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$119.30
			Notes: Professional Training FICA 6.2%			
	6400	220-Social Security	2201 - Kenly Elementary School	UniSIG		$27.90
			Notes: Professional Training Medicare 1.45%			
	6400	240-Workers Compensation	2201 - Kenly Elementary School	UniSIG		$9.81

		Notes: Professional Training Workers Compensation .51%	
2	**III.A.**	**Areas of Focus: Instructional Practice: ELA**	**$0.00**
		Total:	**$201,708.75**