Henry F. Kite Elementary School

2022-23 Schoolwide Improvement Plan

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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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: A (66%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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http://www.duvalschools.org/henrykite

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	96%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		A	A

School Board Approval

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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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
	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.
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.
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.

Demographic Information

Principal start date

Thursday 7/1/2021, Raquel Foxworth

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 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

13

Total number of students enrolled at the school

218

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

2

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	36	35	35	40	45	32	0	0	0	0	0	0	0	223
Attendance below 90 percent	0	11	11	10	9	10	0	0	0	0	0	0	0	51
One or more suspensions	0	1	2	1	3	2	0	0	0	0	0	0	0	9
Course failure in ELA	0	3	0	0	1	0	0	0	0	0	0	0	0	4
Course failure in Math	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	18	11	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	14	5	0	0	0	0	0	0	0	20
Number of students with a substantial reading deficiency	0	3	13	14	0	0	0	0	0	0	0	0	0	30

Using the table above, complete the table below with the number of students by current grade level who have 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	6	12	11	13	5	0	0	0	0	0	0	0	47

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Tuesday 8/23/2022

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	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	

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	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	1	2	2	4	0	0	0	0	0	0	0	11
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	3	1	4	16	0	0	0	0	0	0	0	0	24

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	4	0	0	0	0	0	0	0	0	0	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	50%	56%				55%	50%	57%
ELA Learning Gains	43%						64%	56%	58%
ELA Lowest 25th Percentile	38%						61%	50%	53%
Math Achievement	53%	48%	50%				64%	62%	63%
Math Learning Gains	69%						83%	63%	62%
Math Lowest 25th Percentile	63%						75%	52%	51%
Science Achievement	33%	59%	59%				61%	48%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	51%	-2%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	55%	52%	3%	58%	-3%
Cohort Comparison		-49%				
05	2022					
	2019	52%	50%	2%	56%	-4%
Cohort Comparison		-55%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	48%	61%	-13%	62%	-14%
Cohort Comparison		0%				
04	2022					
	2019	60%	64%	-4%	64%	-4%
Cohort Comparison		-48%				
05	2022					
	2019	77%	57%	20%	60%	17%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	60%	49%	11%	53%	7%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	15	21		27	57						
BLK	38	42	33	54	71	60	35				
FRL	36	44	45	49	67	69	33				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
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	
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	

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%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
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%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 2022 state assessments, demonstrate the greatest need for improvement?

The data component with the greatest decline from the previous year was 3rd and 5th grade ELA, both with a 8
point decrease from the 2021 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 and 5th Grade Math, with a 13 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 2022 state assessments, showed the most improvement?

The data component that showed the most improvement was 4th Grade Math, with a 31 point gain from the 2021 assessment. During the 2021-2022 school year, the 4th grade Math teacher implemented/ enhanced the following strategies from the previous school year:

- Collaboration between the 3rd, 4th & 5th grade math teachers and the district math specialist.
- Incorporating effective small groups and response strategies in the Math classroom.
- Utilization of the Math center, strategies 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Approximately 65% 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	75% of instructional staff at Henry F. Kite Elementary will engage in standards based planning and instructional delivery.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	(1) Human Capital: In an effort to provide the opportunity to improve the quality of small group instruction and remediation, a Paraprofessional and Reading Interventionist will be employed. During the 2022-2023 school year, the Paraprofessional & Reading Interventionist will support students on all grade levels, focusing on the delivery of quality instruction during small group activities utilizing programs such as but not limited to Benchmark Interventions, Reveal Math Interventions, LLI, Guided Reading, Achieve 3000, Freckle, etc. Title I funds will be used to add supplemental personnel (paraprofessional and reading interventionist), and supplemental materials to provide classroom instruction, specialized instruction, professional development, technology (laptops) and additional support to increase student achievement. (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: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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	Kechiera Meadows (meadowsk@duvalschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	75% of instructional staff at Henry F. Kite Elementary will engage in standards-based planning and instructional delivery.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	(1) Human Capital: In an effort to provide the opportunity to improve the quality of small group instruction and remediation, the District Math Specialist 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 Reveal Math Interventions (Reflex Math, Freckle, iReady Math, Study Island, etc. to aid in standards based instruction and tutoring efforts.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 around small group/center activities to deepen teachers understanding of standards based alignment and instructional delivery.

Person Responsible   Raquel Foxworth (foxworthr@duvalschools.org)

#3. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	75% of instructional staff at Henry F. Kite Elementary will engage in standards based planning and instructional delivery of standards aligned instruction.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	In an effort to improve the quality of standards aligned instruction, the administrative team will conduct weekly classroom walk throughs, supporting 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: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The evidenced based strategies included will lead to continuous school improvement by focusing on providing adequate teacher/admin contact ratio, utilizing engaging standards aligned instructional materials to plan and implement standards based tasks, assignments and assessments.

Action Steps to Implement List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
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 planning of small group/center activities to deepen teachers understanding of standards based alignment and instructional delivery.	
Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

#4. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The Reading proficiency across the grade levels it indicates that there is a critical need for small group instruction to support students on their instructional reading level. Math proficiency in grades 3rd-5th grade indicates there is a critical need for small group instruction to support the needs of the students who are working below grade level expectations.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	100% of reading, math, and science teachers will be implementing differentiated small group instruction daily with a minimum of 2 groups daily.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Administrative walkthroughs and teacher observations will be implemented to monitor small group instruction.
Person responsible for monitoring outcome:	Raquel Foxworth (foxworthr@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Reading: Benchmark interventions, LLI, Reading A to Z, Guided reading, Blended learning activities will be utilized to provide instruction. Math: Reveal Intervention materials
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	They are district provided and researched based materials.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Reading : The students will complete baseline assessments. Once assessments are completed the students will be placed in small groups based on the data which would be their instructional level.	
Person Responsible	Kechiera Meadows (meadowsk@duvalschools.org)
Math: The students will complete baseline assessments. Once assessments are completed the students will be placed in small groups based on the data which would be their instructional level.	
Person Responsible	Raquel Foxworth (foxworthr@duvalschools.org)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

All Grades K-2 students will have differentiated support during small group and also receive interventionist support from district support.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

All Grade 3-5 students who scored below a Level 3 will have differentiated support during small group and also receive interventionist support.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

All Grade K-2 students will score at least a 50 perecent on the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

70-75 percent of the Grade 3-5 students will score at least a 3 or above on the statewide ELA assessment.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The areas of focus will be monitored weekly during common planning when we will look at individual student data and by the montioring of the PM's after each assessment window.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Foxworth, Raquel, foxworthr@duvalschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Differentiated small groups will be implemented daily, the interventionist, as well as classroom teacher will meet with students daily for small group intstruction using the district provided interention programs Benchmark Advance Intervention, LLI, and guided reading books.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Using this progam will meet the needs of each individual student, meeting them where they are academcially. Teachers will work with students in small group that are on the same reading level which will allow the teachers to teach on the level needed for growth.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Professional Learning: professional development will be implemented as needed. Teachers will be provided professional development on Guided Reading, LLI, The Florida Benchmark Advance inbedded interventions	Foxworth, Raquel, foxworthr@duvalschools.org
Assessmens:t teachers will assess students' learning by using teacher made assessments, exit tickets,Interim assessments, and through formal and informal assessments. Students will also complete task during center rotations that will be evaluated for proficiency.	Foxworth, Raquel, foxworthr@duvalschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Pastor Leon Bing- SAC Chair
Juanita Franklin-Banton- PTA President
St Paul Church of Jax- Faith Based Partner
Zion Temple Christian Church- Faith Based Partner
Buffy Staggs- Community Support
Michael & Keutoria Bush- Parent Support Group
Hassan and Samantha Tate- Parent Support Group