

Okaloosa County School District

Kenwood Elementary School



2022-23 Schoolwide Improvement Plan

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Kenwood Elementary School

15 EAGLE ST NE, Fort Walton Beach, FL 32547

[no web address on file]

Demographics

Principal: Peggy Land

Start Date for this Principal: 7/1/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 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* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (50%) 2018-19: A (68%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Okaloosa 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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Kenwood Elementary School

15 EAGLE ST NE, Fort Walton Beach, FL 32547

[no web address on file]

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 PK-5	Yes	61%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

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

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In accordance with the Okaloosa County School District, Kenwood aims to place students on a pathway to success by providing high quality instruction, a wide array of marketable experiences, and unparalleled extracurricular opportunities while developing relationships that meet both their academic and emotional needs. Every Kenwood Bulldog is healthy, safe, engaged, challenged and supported to be prepared for the next step in their journey.

Provide the school's vision statement.

Preparing Kenwood Bulldogs for success within and beyond the classroom by becoming respectful, responsible, safe leaders.

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
Land, Peggy	Principal	<p>Job Goal: To provide vision and leadership in administering safe, successful, educational programs that promote the student's maximum achievement.</p> <p>Performance Responsibilities:</p> <ol style="list-style-type: none"> 1. Evaluates the educational needs of students and provides appropriate programs within resources provided by the district. 2. Provides leadership in implementing the Principles of Professional Conduct. 3. Provides leadership in development, revision, implementation & monitoring of the School Improvement Plan. 4. Provides leadership and support for the work of the School Advisory Council. 5. Provides leadership in administering tests designed and adopted to measure student achievement. 6. Administers procedures and policies to ensure a safe and orderly learning environment. 7. Implements procedures to ensure that the rights of all children are protected. 8. Administers appropriate accounting, record keeping, and property inventory procedures; projects FTE funding to formulate the school budget. 9. Employs and evaluates staff in accordance with School Board Policy and Procedures. 10. Provides leadership in staff development, training, and the use of technology. 11. Coordinates the supervision of extracurricular activities. 12. Develops long-range and short-range plans for facility needs. 13. Abides by and facilitates adherence to all applicable laws, rules, regulations, policies, procedures; maintains professional ethical standards; maintains high level of professional development/knowledge. 14. Performs other such duties as may be assigned by the Supervisor, Superintendent, or the School Board.
O'Shea, Kristen	Assistant Principal	<p>Job Goal: To assist the principal in providing leadership for safe, successful, educational programs that promotes the students' maximum achievement.</p> <p>Performance Responsibilities:</p> <ol style="list-style-type: none"> 1. Assist in providing instructional leadership and supervision for the school. 2. Provides leadership in implementing the Principles of Professional Conduct. 3. Assists teachers in identifying academic needs of students and determining school goals for improvement.

Name	Position Title	Job Duties and Responsibilities
		<p>4. Assists the principal in employing and evaluating staff in accordance with School Board policy and Procedures.</p> <p>5. Assists in the implementation of the school's instructional program and extracurricular activities.</p> <p>6. Assists in developing the master schedule.</p> <p>7. Assists with the coordination of staff development activities and technology training based on identified needs.</p> <p>8. Assures accurate manual and automated data regarding students and staff.</p> <p>9. Assists in the supervision of the inventory and distribution of textbooks, supplies, equipment and materials.</p> <p>10. Administers district and school disciplinary policies and procedures to ensure a safe and orderly environment.</p> <p>11. Assists in the supervision of services provided by the school such as transportation, food service, custodial, use of the physical plant and grounds.</p> <p>12. Transports students in private vehicles as approved or directed by the principal.</p> <p>13. Abides by and facilitates adherence to all applicable laws, rules, regulations, policies, procedures; maintains professional ethical standards; maintains high level of professional development/knowledge.</p> <p>14. Performs other such duties as may be assigned by the Supervisor, Superintendent, or the Board.</p>

Kimberly,
Dayna

Instructional
Coach

Essential Duties and Responsibilities:

1. Act to communicate the theory and research of literacy instruction to administrators, principals, teachers, students and parents.
2. Assist principals and classroom teachers by providing professional development in the areas of literacy, data analysis, diagnostic assessment and formative assessment.
3. Model research-based instructional strategies in classrooms in cooperation with regular classroom teacher.
4. Collaborate with classroom teachers to support the development of effective literacy instruction.
5. Problem solve with teachers.
6. Provide instructional support and resources to the classroom teachers.
7. Assist with coordinating and interpreting all formal reading assessments.
8. Participate in ongoing professional development in best practice in teaching reading and writing and effective coaching strategies.

Name	Position Title	Job Duties and Responsibilities
		<p>9. Abides by all policies of the Okaloosa County School Board.</p> <p>10. Performs other tasks as assigned within the limits of the Master Contract.</p>
Barbata, Victoria	Math Coach	<p>Job Goal: Provide classroom teachers with strategies, tools, and techniques to effectively teach mathematics to all students; model research-based instruction for teachers of mathematics and provide feedback on observed lessons; prepare and present professional development district-wide and/or by individual school; and foster partnership opportunities.</p> <p>Essential Duties and Responsibilities:</p> <ol style="list-style-type: none"> 1. Select, develop and present professional development for teachers and administrators. <ol style="list-style-type: none"> a. Attend national and/or state presentations on mathematics research and effective coaching. b. Participate in ongoing professional development related to mathematics content knowledge, technologies, pedagogy, and coaching. c. Use student level achievement data to help identify staff development and student needs. d. Design effective training pertinent to a set of schools and/or students with significant follow-up support and monitoring. 2. Support individual and/or department teachers in implementing best practices in mathematics instruction. <ol style="list-style-type: none"> a. Provide model lessons for teachers. b. Provide constructive feedback following a lesson observation. c. Assist teachers in developing effective mathematics lesson through a lesson study process. d. Research and provide teachers with resources pertinent to and based upon current math standards and researched practices. 3. Collaborate with state, district and school staff. <ol style="list-style-type: none"> a. Identify and communicate areas of concern and suggestions for interventions, related to mathematics, to building principal and staff. b. Seek out and integrate innovative instructional practices and technologies in mathematics. c. Network with FLDOE staff to ensure accurate and timely information and/or legislation related to mathematics is conveyed to district and school staff.

Name	Position Title	Job Duties and Responsibilities
		<p>4. Support the successful continuation of all STEMM Center programs.</p> <p>5. Build effective partnerships and community relations.</p> <p>a. Attend and help facilitate school-sponsored parent meetings/math nights.</p> <p>b. Foster strong partnerships with business and organizations to enhance mathematics education in the district.</p> <p>6. Performs other duties and tasks as assigned within the limits of the Master Contract.</p>

Job Goal:

To provide appropriate instruction and services as identified on the student's Individual Education Plan (IEP), for exceptional education students.

Essential Duties and Responsibilities:

1. Provide a basic core program for ESE students.
2. Work cooperatively with classroom teachers who have ESE students in regular classes, interpreting the abilities and disabilities of these students to the entire staff, and assisting the student with regular class assignments.
3. Confer frequently with parents and professional staff members regarding the educational, social, and/or personal needs of students.
4. Assist other professional staff members in resolving the unique psychological or disciplinary problems of each child.
5. Prepare for and participate in placement committee meetings, dismissal staffing meetings, and IEP conferences.
- a. Interpret evaluation reports.
- b. Utilize information to identify and write required elements of the IEP.
6. Counsel individuals and groups of students with educational, occupational, and personal problems.
7. Assist the student in making a realistic assessment of abilities and in establishing educational and occupational goals in keeping with these abilities.
8. Participate in in-service training specially designed to meet on-going needs of the teacher and/or program.
9. Organize and facilitate an effective program for parental involvement and training.
10. Train assistant for optimum effectiveness in the assigned program. Include assistant in planning on a daily basis.
11. Identify and provide appropriate academic curriculum and instructional techniques to meet individual student needs and learning styles.
12. Document and report student progress.

Day,
Susan

Teacher,
ESE

Name	Position Title	Job Duties and Responsibilities
		13. Administer and interpret appropriate standardized tests. 14. Identify and utilize behavioral principles in a management program which includes consistency, structure, positive reinforcement, self-evaluation and logical consequences in order to decrease inappropriate and increase appropriate behavior. 15. Provide a classroom environment that encourages development of interpersonal skills and socialization. 16. Document and maintain individual student records in accordance with Okaloosa District procedures for ESE programs. 17. Abides by all policies of the Okaloosa County School Board. 18. Performs other tasks as assigned within the limits of the Master Contract

Demographic Information

Principal start date

Thursday 7/1/2021, Peggy Land

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.*

3

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.*

11

Total number of teacher positions allocated to the school

41

Total number of students enrolled at the school

545

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

13

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

7

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	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	79	73	111	91	81	102	0	0	0	0	0	0	0	537
Attendance below 90 percent	0	16	14	9	6	15	0	0	0	0	0	0	0	60
One or more suspensions	0	1	2	0	2	5	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	12	17	1	18	0	0	0	0	0	0	0	51
Course failure in Math	0	2	7	14	3	11	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	18	10	21	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	13	13	24	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	0	0	2	18	10	21	0	0	0	0	0	0	0	51

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	3	12	25	12	25	0	0	0	0	0	0	0	77

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	2	0	0	8	1	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	1	0	3	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Friday 9/2/2022

The number of students by grade level that exhibit each early warning indicator:

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

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

Indicator	Grade Level	Total
Students with two or more indicators		
The number of students identified as retainees:		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	71	103	82	90	103	113	0	0	0	0	0	0	0	562
Attendance below 90 percent	15	15	9	9	18	19	0	0	0	0	0	0	0	85
One or more suspensions	1	1	1	4	4	1	0	0	0	0	0	0	0	12
Course failure in ELA	2	13	16	1	23	9	0	0	0	0	0	0	0	64
Course failure in Math	2	7	13	4	13	8	0	0	0	0	0	0	0	47
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	21	22	24	0	0	0	0	0	0	0	67
Level 1 on 2019 statewide FSA Math assessment	0	0	0	24	24	29	0	0	0	0	0	0	0	77
Number of students with a substantial reading deficiency	0	4	12	21	22	24	0	0	0	0	0	0	0	83

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	2	14	16	18	29	29	0	0	0	0	0	0	0	108

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	3	4	2	3	5	2	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	3	2	0	0	0	0	0	0	0	5

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	59%	61%	56%				64%	67%	57%
ELA Learning Gains	56%						66%	64%	58%
ELA Lowest 25th Percentile	28%						62%	57%	53%
Math Achievement	58%	47%	50%				74%	73%	63%
Math Learning Gains	55%						76%	70%	62%
Math Lowest 25th Percentile	45%						70%	60%	51%
Science Achievement	46%	63%	59%				61%	62%	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	52%	66%	-14%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	63%	67%	-4%	58%	5%
Cohort Comparison		-52%				
05	2022					
	2019	66%	67%	-1%	56%	10%
Cohort Comparison		-63%				

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	65%	73%	-8%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	72%	74%	-2%	64%	8%
Cohort Comparison		-65%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	77%	71%	6%	60%	17%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	58%	63%	-5%	53%	5%
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	38	42	26	43	42	26	37				
ELL	35	32	10	31	37	40					
BLK	51	48		45	48		27				
HSP	36	31		43	44						
MUL	63	67		53	60		60				
WHT	62	59	31	64	57	50	52				
FRL	49	48	30	50	53	48	35				
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	49	59	60	47	60		41				
ELL	44			54							
BLK	45	77		45	46		67				
HSP	66			69							
MUL	63	30		58	50						
WHT	68	58		72	54		52				
FRL	55	70	67	57	50	38	48				
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	47	62	55	63	71	66	44				
ELL	42	56		45	69						
BLK	56	63		64	75		36				
HSP	50	65	64	52	70	67	23				
MUL	60	59		70	83		77				
WHT	69	69	58	81	76	65	69				

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
FRL	55	63	63	70	75	74	53				

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	52
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	67
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	44
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	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
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?

Trends that emerge across grade levels, subgroups, and core content areas include:

1. Overall decline in ELA, ELA Learning Gains, and ELA Lowest Quartile Learning Gains since 2019
2. Math Learning Gains have risen slightly from 21 to 22, but have dropped since 19.

3. Both subgroups, SWD and ELL, have fallen below 41% proficiency and are both at 36% proficiency.
4. SWD ELA and math achievement, learning gains, and lowest quartile learning gains have dropped since 2019, most dramatically from 2021 to 2022.
5. ELL ELA achievement learning gains have dropped, while no data is reported for two previous years of data for lowest quartile. ELL math achievement and learning gains have dropped. Lowest quartile learning gains for 2022 are at 40% with no previous years' data.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The following data components demonstrated the greatest need for improvement:

1. ELL proficiency 36%
2. SWD proficiency 36%
3. ELA Learning Gains Lowest Quartile 28%

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

Contributing factors to this need for improvement include:

1. For SWD, the resource teacher changed three times within the first nine weeks of the school year.
2. SWD were assessed by teachers other than their assigned classroom teacher.
3. Increase in ELL population
4. New interpreter
5. Quarantining and isolation due to COVID led to high number of absences for teachers and students.

New actions that need to be taken to address this need for improvement include:

1. Stabilize resource teacher serving SWD.
2. Devise testing schedule so that classroom teachers assess their SWD.
3. Teach SWD to advocate use of accommodations.
4. Provide additional strategies and resources to teachers to better serve ELLs..

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Data components based on progress monitoring and 2022 state assessments that showed the most improvement are:

1. Math Learning Gains increased from 53% to 55% from 2021 to 2022.
2. Math Learning Gains lowest quartile: increased from 27% to 45%.

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

Contributing factors to this improvement are:

1. Many teachers were CGI trained.
2. Embedded coaching cycles with math coach

New actions taken in this area are:

1. PD focused on new math benchmarks, adopted curriculum
2. Additional math coaching support provided

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

1. Interactive whole group instruction on grade level standards.
2. Routine data analysis to inform instruction.
- 3 Supports provided to address differentiated instruction including SWD, ELLs, students performing

below grade level.

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.

Benchmark Advance, BEST Standards, OCSD resources to plan and teach whole group, independent activities, small group – focus on interactive whole group lessons and engagement.

Department teachers will collaborate weekly (or bi-weekly) to plan common assessments in order to use common data to analyze & plan whole group and/or small group instruction.

Monthly mini-PD sessions (ELL strategies, Benchmark Advance Support, Classroom Management Strategies, Technology Support, etc.) facilitated by selected classroom teachers or instructional coach.

Engagement strategies will be shared at faculty meetings, grade level meetings, and on individual need.

All in Learning initial training during preplanning to support formal and informal assessments that provide immediate feedback.

Sessions offered by i-Ready trainer: two for instructional staff, two for Administration.

Literacy Leadership Team will routinely monitor AMP and provide feedback for online personalized instruction.

Standing ELA Department Meeting agenda item on using iReady resources for differentiated learning (Magnetic Reading, Phonics for Reading, Ready Writing, online platform).

Bi-monthly data chats using iReady Diagnostic, Benchmark Advance assessments, and other formative assessments and FAST data (repeated after each assessment).

Grade Levels will analyze data to drive instruction.

Grade level teams will meet weekly with Admin to discuss strategies to support students not making adequate growth.

Teachers meet with instructional coach to determine resources, strategies, and enrichment needed to achieve maximum growth.

Benchmark Advance digital resources.

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

Additional services that will be implemented to ensure sustainability of improvement in the next year and beyond:

1. Tutoring - before, during, and after school
2. Embedded coaching support in math and ELA
3. Professional development on research-based best practices
4. Routine data analysis to inform planning and instruction

Areas of Focus

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

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#1. ESSA Subgroup specifically relating to English Language Learners**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The ELL proficiency on state assessment scored below the 41% threshold at 36%, which is a drop from 2019 assessment results of 44% achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of ELL students will demonstrate learning gains on the F.A.S.T. ELA assessment.
45% of ELL students will demonstrate achievement on the F.A.S.T. ELA assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Kenwood will use State Progress Monitoring 1 and 2 along with iReady diagnostics 1 and 2 to monitor growth and make data-informed adjustments to instruction for on grade level whole group and differentiated learning paths.

Person responsible for monitoring outcome:

Peggy Land (peggy.land@okaloosaschools.com)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Systematic and explicit phonics instruction

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Engaging multi sensory activities help build multiple pathways for long term learning and target language acquisition.

Blevin's A Fresh Look at Phonics was used to select this strategy. This strategy is embedded in Benchmark Advance, our adopted curriculum.

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.

Professional development on multi-sensory strategies led by instructional coach

Person Responsible

Dayna Kimberly (kimberlyd@okaloosaschools.com)

Coaching cycles following gradual release from instructional coach to teacher/s

Person Responsible

Dayna Kimberly (kimberlyd@okaloosaschools.com)

Feedback from formal and informal walkthroughs

Person Responsible

Peggy Land (peggy.land@okaloosaschools.com)

Data analysis of classroom formative and summative assessments embedded in Tiers 1, 2, and 3 instruction

Person Responsible

Kristen O'Shea (osheak@okaloosaschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The SWD proficiency on state assessment scored below the 41% threshold at 36%, which is a drop from 2019 assessment results of 49% achievement.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

50% of SWD will demonstrate learning gains on the F.A.S.T. ELA assessment.

50% of SWD will demonstrate achievement on the F.A.S.T. ELA assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Kenwood will use State Progress Monitoring 1 and 2 along with iReady diagnostics 1 and 2 to monitor growth and make data-informed adjustments to instruction for on grade level whole group and differentiated learning paths.

Person responsible for monitoring outcome:

Peggy Land (peggy.land@okaloosaschools.com)

Scaffolding through Gradual release - 1) I do, 2) We do, 3) Y'all Do, 4) You Do

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Teacher models.
2. Teacher practices with students.
3. Teacher observes students practicing together.
4. Students apply skills in an independent activity.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

This strategy has been selected as a district-wide professional development focus to be implemented with our newly-adopted curriculum, Benchmark Advance. Resources/criteria used to select this strategy include John Hattie's effect size research, Fisher and Frey's literature

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.

Delivery of three professional development sessions during the school year by the Instructional Coach.

Person Responsible

Dayna Kimberly (kimberlyd@okaloosaschools.com)

Coaching cycles provided to individual teachers by instructional coach

Person Responsible

Dayna Kimberly (kimberlyd@okaloosaschools.com)

Feedback from formal and informal walkthroughs

Person Responsible

Peggy Land (peggy.land@okaloosaschools.com)

Data analysis

Person Responsible

Kristen O'Shea (osheak@okaloosaschools.com)

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.

Kenwood aims to provide an environment that addresses the whole child and staff member so that each is afforded the opportunity to be healthy, safe, engaged, challenged and supported.

Healthy: The Kenwood school breakfast and lunch program follow federal nutritional guidelines. Families are encouraged to apply for free or reduced meal assistance during Orientation, online, and all communications home. Free flu shot clinics, dental care, eye care are provided to students during the school year. Health screenings are conducted for designated students. A health technician is stationed full time to check on students' needs according to individual health plans as well as basic first aid. Services are provided for mental health and well-being through small group and individual short term assistance with the school counselor. Additional counseling services are provided through a mental health counselor, social worker, school psychologist, and the Military Family Life Coordinator. Kenwood staff members are provided health, dental, and vision benefits that include built-in proactive opportunities to encourage a healthy lifestyle such as free health screenings and rewards for making healthy choices.

Safe: Faculty and staff use strategies from Zones of Regulations and Conscious Discipline to teach students schoolwide expectations. Strategies include, modeling, visuals, and practice to reinforce safe students. Teachers actively supervise students in the classroom, transitions, and recess. The School Resource Officer monitors the campus throughout each day to ensure the facility is safe. Staff members are trained to respond to crisis situations through ALICE training and monthly safety drills. The Threat Assessment Team meets monthly to address schoolwide needs as well as specific potential threats.

Engaged: Teachers purposefully plan for engagement routines throughout instruction. Monthly Kenny-Bites profession development focus on engagement strategies. Instructional coaches provide opportunities for modeling and coaching cycles on engagement strategies. Lessons are planned with intentional and purposeful collaboration among students. Kenwood uses positive behavior interventions and supports to encourage and reinforce desired behaviors with a focus on responsibility, respectfulness, safety, and leadership. Students who exhibit these traits earn Kenny dollars as a reward and are able to spend them weekly at the grade level Kenny dollar store. Rewards include items based on student desire.

Challenged: Through weekly data analysis, student progress is analyzed to determine response to instruction and need for intervention. While whole group instruction focuses on grade level benchmarks, small group instruction is differentiated and designed to challenge every learner at their instructional level.

Supported: The school year is built on an annual theme with Top Dogs, Soaring to New Heights for 2022-2023. This theme is related to the movie Top Gun and upward flight toward excellence. All staff members were given a Top Dog t-shirt along with a matching lanyard. A charm is presented to staff at the start of each 9-weeks to set the goal for the quarter (1st 9-weeks-Airplane for the ascent, 2nd 9-weeks-Keys

to success, 3rd 9-weeks-Compass for cruising altitude pointing North, and 4th 9-weeks-Gold Star for perfect landing). Each Friday we celebrate Fun Fact Fri-Yay with food and fellowship. Monthly, we host a staff birthday breakfast and an after hours payday celebration off campus. The weekly staff newsletter includes highlights and celebrations. Students' social, emotional, and academic needs are met through services to include Title reading and math support, Plan of Care before, during and after school tutoring, ESE Resource teacher, and counseling. Teachers' social, emotional, and professional needs are met through planned team-building activities, professional development, and grade-level meetings.

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

Administration - Sets the annual theme, plan events, orchestrate times for all staff to gather together

PACK - Schedules and oversees events for students and families to connect outside of the classroom

SAC - Provides support and idea generation for school activities

School Leadership Team - Promotes instructional initiatives

Social Committee - Arranges social events for staff

Community - Provides support through discounts, donations, and resources

OCEA Union Representatives - Keeps lines of communication open between Administration and staff to ensure a harmonious working relationship