

Okaloosa County School District

Kenwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Kenwood Elementary School

15 EAGLE ST NE, Fort Walton Beach, FL 32547

[no web address on file]

School Board Approval

This plan was approved by the Okaloosa County School Board on 8/28/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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.

Kenwood Bulldogs take care of ourselves and each other through mutual and self respect, taking responsibility for our actions, ensuring our world is safe, and knowing when to lead and when to follow.

Provide the school's vision statement.

We cannot stop, we will not stop until all students are ready for success in the next step of their journey.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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. 4. Support the successful continuation of all STEMM Center programs. 5. Build effective partnerships and community relations. <ol style="list-style-type: none"> a. Attend and help facilitate school-sponsored parent meetings/math nights. b. Foster strong partnerships with business and organizations to enhance mathematics education in the district. 6. Performs other duties and tasks as assigned within the limits of the Master Contract.

Name	Position Title	Job Duties and Responsibilities
Day, Susan	Teacher, ESE	<p>Job Goal:</p> <p>To provide appropriate instruction and services as identified on the student's Individual Education Plan (IEP), for exceptional education students.</p> <p>Essential Duties and Responsibilities:</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. 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.

Name	Position Title	Job Duties and Responsibilities
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17. Abides by all policies of the Okaloosa County School Board.
18. Performs other tasks as assigned within the limits of the Master Contract

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

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

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

SIP will be monitored through the following channels:

1. Weekly "Data Dig" meetings to discuss student achievement on common assessments including state FAST and local iReady performance.
2. Monthly school wide faculty meetings to monitor implementation of focus areas.
3. Grade level common planning to include grade level, classroom level, and individual student goal setting. monitored by grade level chairs.
4. Implementation of scaffolding and technology-based strategies to be monitored via Literacy Leadership Team weekly walkthroughs.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	42%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	No

RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	13	21	10	7	14	0	0	0	65	
One or more suspensions	0	2	7	9	8	3	0	0	0	29	
Course failure in English Language Arts (ELA)	0	15	17	32	3	9	0	0	0	76	
Course failure in Math	0	12	12	24	2	7	0	0	0	57	
Level 1 on statewide ELA assessment	0	10	21	25	21	16	0	0	0	93	
Level 1 on statewide Math assessment	0	13	14	25	11	13	0	0	0	76	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	10	21	25	21	16	0	0	0	93	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	20	30	41	23	20	0	0	0	134

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	4	4	10	1	0	0	0	0	21
Students retained two or more times	0	0	0	1	1	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	14	9	6	15	0	0	0	60	
One or more suspensions	0	1	2	0	2	5	0	0	0	10	
Course failure in ELA	0	3	12	17	1	18	0	0	0	51	
Course failure in Math	0	2	7	14	3	11	0	0	0	37	
Level 1 on statewide ELA assessment	0	0	0	18	10	21	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	13	13	24	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	18	10	21	0	0	0	51	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	12	25	12	25	0	0	0	77

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	16	14	9	6	15	0	0	0	60	
One or more suspensions	0	1	2	0	2	5	0	0	0	10	
Course failure in ELA	0	3	12	17	1	18	0	0	0	51	
Course failure in Math	0	2	7	14	3	11	0	0	0	37	
Level 1 on statewide ELA assessment	0	0	0	18	10	21	0	0	0	49	
Level 1 on statewide Math assessment	0	0	0	13	13	24	0	0	0	50	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	2	18	10	21	0	0	0	51	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	3	12	25	12	25	0	0	0	77

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	58	59	53	59	61	56	64		
ELA Learning Gains				56			58		
ELA Lowest 25th Percentile				28			53		
Math Achievement*	64	65	59	58	47	50	67		
Math Learning Gains				55			53		
Math Lowest 25th Percentile				45			37		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	57	54	46	63	59	54		
Social Studies Achievement*					61	64			
Middle School Acceleration					47	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	50	60	59	67			70		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	275
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	52
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	35	Yes	2	
ELL	38	Yes	2	
AMI				
ASN				
BLK	52			
HSP	40	Yes	1	
MUL	54			
PAC				
WHT	63			
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL	36	Yes	1	
AMI				
ASN				
BLK	44			
HSP	42			
MUL	61			
PAC				
WHT	54			
FRL	45			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	58			64			52					50
SWD	37			37			29				4	
ELL	25			38							3	50
AMI												
ASN												
BLK	52			55							3	
HSP	38			42							4	61
MUL	52			61							3	
PAC												
WHT	64			70			57				4	
FRL	48			55			42				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	59	56	28	58	55	45	46					67
SWD	38	42	26	43	42	26	37					
ELL	35	32	10	31	37	40						67
AMI												
ASN												
BLK	51	48		45	48		27					
HSP	36	31		43	44							58
MUL	63	67		53	60		60					
PAC												
WHT	62	59	31	64	57	50	52					
FRL	49	48	30	50	53	48	35					50

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	58	53	67	53	37	54					70
SWD	49	59	60	47	60		41					
ELL	44			54								70

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	45	77		45	46		67					
HSP	66			69								69
MUL	63	30		58	50							
PAC												
WHT	68	58		72	54		52					
FRL	55	70	67	57	50	38	48					64

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	61%	-1%	54%	6%
04	2023 - Spring	65%	67%	-2%	58%	7%
03	2023 - Spring	49%	55%	-6%	50%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	63%	65%	-2%	59%	4%
04	2023 - Spring	70%	72%	-2%	61%	9%
05	2023 - Spring	58%	63%	-5%	55%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	49%	57%	-8%	51%	-2%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

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%

Contributing factors to this need for improvement include going into 2022-23:

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.

Contributing factors to this need for improvement going into 2023-24:

1. For SWD, communication and behavior struggles for students in self-contained classrooms impede their ability to demonstrate academic proficiency via typical standardized testing protocol.
2. For ELL students, lack of English proficiency
3. For learning gains, no official learning gains data could be collected due to 2022-23 being the FAST baseline year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Review of 2021-22 school year data, ELLs demonstrated 36% proficiency, proficiency further declined with FAST testing during 2022-23 school year. Factors contributing to this decline include ELLs entering school in the U.S. are coming to us with little to no formal education from their home country. We are not only teaching the English language, we are acclimating them to schooling, and we are addressing foundational skills.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap compared to the state average is demonstrated by Students with Disabilities. 62% of Kenwood SWD are below proficiency, while 73% of State of Florida SWD are below proficiency. This gap is reflective of a well-trained team who collaborates and manages student IEP goals first, followed by academic achievement goals.

Which data component showed the most improvement? What new actions did your school take in this area?

Black student achievement increased from 45% to 51%. Actions taken include providing additional instructional support in the form of five days per week, 30 minutes per day targeted small group instruction to students on the cusp of proficiency.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern include:

1. The number of students with a substantial reading deficiency grew to 93.
2. The number of students with two or more EWS indicators grew to 134.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. ELL achievement
2. SWD achievement
3. Lowest quartile learning gains

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Kenwood will focus on fostering a positive culture and environment to make every student feel welcome, safe, and part of the Kenwood family. Students whose basic and psychological needs are met are more inclined to be motivated to work toward meeting achievement goals. Based on our Title 1 status, high need ESE population, and growing ELL population, it is necessary to address basic needs to increase student achievement,

Measurable Outcome:

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

1. STP and OSS referrals will decrease from previous year by 15% based on use of Zones of Regulation.
2. 100% of below grade level ELL and ESE students will participate in Kenny's Crew mentor program. Students will approach stretch growth goals through goal setting and monitoring with their teacher and school mentor.
3. 50% of ELL families will participate in ELL parent engagement events 3 out of 4 times resulting in increased academic achievement as evidenced by classroom assessments.

Monitoring:

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

1. Zones of Regulation will be monitored by training schedule, classroom walkthroughs, formal and informal conversations with students and teachers.
2. Kenny's Crew will be monitored by checking student achievement on iReady personal pathway and interim diagnostics.
3. Sign-in sheets will be collected to determine ELL parent attendance and those students' grades will be monitored during biweekly data digs.

Person responsible for monitoring outcome:

Peggy Land (peggy.land@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Zones of Regulation will be used to equip students with metacognitive tools to foster self-regulation.
2. Kenny's Crew, A mentoring program aimed at connecting struggling ELL and ESE learners with a site-based faculty or staff mentor. Mentoring opportunities may include one-to-one conversations, weekly lunch dates, or even a walk around our beautiful campus.
3. To support our ELL families, we will host parent nights to increase ELL family engagement in student life at Kenwood. Topics include language learning, monitoring student progress, checking grades, how to help student learning at home.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Zones of Regulation is designed to teach children self-regulation and emotional control. Zones provides a common language to communicate, problem-solve, and understand which leads to more time spent on learning and a healthier, more inclusive school climate.
2. Kenny's Crew - intentionally providing access to a trusted, supportive relationship with an adult at school helps students receive praise and encouragement when they accomplish something, have someone to listen when they need to talk, and receive assistance with schoolwork.
3. ELL Parent Nights create a connection with ELL families, communicate important information, increase ELL parent participation to foster a culture of success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Provide training on Zones of Regulation to teachers and students.

Use Zones as a common language school wide.

Seek evidence of implementation through walkthroughs, conversations.

Incorporate in MTSS.

Person Responsible: Peggy Land (peggy.land@okaloosaschools.com)

By When: Professional and student learning begins August 2023. Evidence of implementation is ongoing throughout the year.

Identify roster of ELL and ESE students to assign mentors.

Invite staff members to select a mentee.

Provide time for mentors and mentees to meet throughout the school year.

Monitor student achievement, behavior, and attendance.

Person Responsible: Kristen O'Shea (osheak@okaloosaschools.com)

By When: August 2023 - May 2024

#2. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 English Language Learners will demonstrate achievement on the FAST PM 3 at level 3 or higher.

Monitoring:

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

Kenwood will use FAST 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:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. During the Proficiency Block, teachers will implement the following scaffolds a propos to the lesson: Mental Models, Goal Setting, Deliberate Practice, Front End Scaffolds, Distributed Scaffolds, Back End Scaffolds, Peer Scaffolding, Fading Scaffolds.

2. During the Differentiated Learning Stations, students will participate in data-based teacher led small group weekly and complete a minimum of two iReady Personal Pathway assignments at 45 minutes weekly and 80% accuracy.

3. During the Growth Block, instruction will build foundational skills aligned with Science of Reading research.

4. Additional interpreter

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Effective scaffolding leads to learner autonomy by providing a gradual release of responsibility to students.

2. Data-based differentiated learning pathways target what the student is ready to learn right now and builds skills to approach grade level mastery.

3. Comprehensive phonics program along with in depth multi-modal, cumulative instruction fosters language learning along with decodable texts for practice and repetition.

4. Interpreter provides home language support and transfer to target language increases comprehensible input for ELL students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Conduct professional learning book study school wide on the text, *How Scaffolding Works: A Playbook for Supporting and Releasing Responsibility to Students*. Provide text to each teacher. Schedule monthly meetings to discuss book, determine implementation, collect data, and revisit to determine success.

Person Responsible: Kristen O'Shea (osheak@okaloosaschools.com)

By When: Completion of book study starts August 2023 and concludes February 2024

Complete iReady diagnostics 1,2, and 3.

Set personal pathways. Set individual student goals. Monitor weekly with students. Discuss during biweekly grade level data digs.

Person Responsible: Peggy Land (peggy.land@okaloosaschools.com)

By When: August 14, 2023 through May 14, 2024

Identify students needing phonics intervention.

Obtain Benchmark Phonics Intervention kits.

Schedule training for classroom assistants and tutors.

Develop schedule. Monitor student progress based on data collected.

Person Responsible: Kristen O'Shea (osheak@okaloosaschools.com)

By When: August 14, 2023 - May 14, 2024

#3. 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The SWD proficiency on the FAST PM 3 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 achievement on the F.A.S.T. ELA PM 3 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:

Susan Day (susan.day@okaloosaschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. During the Proficiency Block, teachers will implement the following scaffolds a propos to the lesson: Mental Models, Goal Setting, Deliberate Practice, Front End Scaffolds, Distributed Scaffolds, Back End Scaffolds, Peer Scaffolding, Fading Scaffolds.
2. During the Differentiated Learning Stations, students will participate in data-based teacher led small group weekly and complete a minimum of two iReady Personal Pathway assignments at 45 minutes weekly and 80% accuracy.
3. During the Growth Block, instruction will build foundational skills aligned with Science of Reading research.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. Effective scaffolding leads to learner autonomy by providing a gradual release of responsibility to students.
2. Data-based differentiated learning pathways target what the student is ready to learn right now and builds skills to approach grade level mastery.
3. Comprehensive phonics program along with in depth multi-modal, cumulative instruction fosters language learning along with decodable texts for practice and repetition.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

No action steps were entered for this area of focus

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

Schools are provided a training and timeline from the Curriculum and Instruction Department to complete the School Improvement Plan (SIP). District offers collaborative opportunities for schools to meet:

- Facilitate sharing and presentation of district-level data.
- Support the inclusion of a variety of data sources; assist data collection efforts with district resources and connections.
- Bring schools together to focus on related priorities in order to pool expertise and resources.

Schools then conduct a needs assessment to stakeholders and prioritize needs to be included in SIP. District reviews school SIP and during review process ensures school identifies allowable funding sources that are not currently being utilized to implement the strategy(s) intended to improve learner outcomes; instructional coaches, tutoring, ESE resources, and professional learning. If funding does not match school's identified focus areas, the District will engage school in further conversation with inquiries such as;

- Connect schools with available statewide systems of support, including external facilitators and high quality professional development (FDLRS and FIN).
- Identify the necessary resources that are not currently available to ensure the strategy is implemented as intended.
- Determine what training is necessary for teachers to ensure the strategy is implemented as intended.

Reading Achievement Initiative for Scholastic Excellence (RAISE)**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

Area of Focus/Instructional Practice specifically relating to Reading/ELA
Phonics

How it affects student learning in literacy:

Students must learn letter-sound relationships, decoding rules, and various strategies for pronouncing words to be able to comprehend text.

Rationale explaining how it was identified as a critical need from the data reviewed:

First grade data from FAST Progress Monitoring 3, May 2023, shows that 46% of students demonstrated grade level proficiency.

Data shows that 47% of first grade students struggled in the Phonics domain on iReady.

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

Area of Focus/Instructional Practice specifically relating to Reading/ELA:
Fluency

How it affects student learning in literacy:

When students are able to read fluently, decoding requires less attention and cognitive effort. This allows for attention and cognition to be directed toward comprehension.

Rationale explaining how it was identified as a critical need from the data reviewed:

Third grade data from FAST Progress Monitoring 3, May 2023, shows that 49% of students demonstrated grade level proficiency.

Data shows that 41% of third grade students struggled with reading comprehension on iReady.

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 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 Measurable Outcomes

As measured by iReady Diagnostic 3, 75% of grade 2 students will demonstrate grade level phonics proficiency in the Phonics Domain.

Students will be able to use grade-appropriate phonics and word-analysis skills to decode words.

- a. Variable vowel teams (e.g., oo, ea, ou) and vowel diphthongs (e.g., oi, oy, ow).
- b. Regularly spelled two-syllable words with long and short vowels.
- c. Words with open (e.g., hi, baby, moment) and closed (e.g., bag, sunshine, chop) syllables and consonant -le (e.g., purple, circle, stumble).
- d. Words with common prefixes and suffixes.
- e. Words with silent letter combinations (e.g., knight, comb, island, ghost).

Grades 3-5 Measurable Outcomes

As measured by iReady Diagnostic 3, 75% of grade 4 students will demonstrate grade level proficiency in the Overall Comprehension domain.

Students will be able to fluently execute and coordinate word recognition and text comprehension to become skilled readers.

Monitoring

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 impact student achievement outcomes.

Monitoring for the desired outcomes will include weekly instructional walkthroughs, collaborative planning groups and data analysis. Data to analyze includes common unit assessments, student progress on iReady personal pathways, and FAST PM results. Data collected will guide decisions about how to proceed. If progress is being made, the instructional plan continues. If progress is not being made, Administration, the Literacy Leadership Team, and classroom teachers will identify strategies to implement. Short term goals and progress will be analyzed bi-weekly. Unit assessments are monthly. iReady and FAST are according to beginning, mid, and end of year data.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Land, Peggy, peggy.land@okaloosaschools.com

Evidence-based Practices/Programs

Description:

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?

Through the State of Florida Curriculum Adoption process, Okaloosa County Schools adopted Benchmark Advance to be used for grades K through 5 ELA instruction. Use of Benchmark Advance will be monitored through: 1. Review of lesson plans. 2. classroom walkthroughs. 3. student work samples. 4. assessment results

The 90-minute ELA Instructional Block, the Proficiency Block will be implemented to provide grade level engaging interactive whole group instruction with appropriate scaffolds as part of Tier 1 instruction. Benchmark Advance curriculum and assessments.

The 30-minute daily Growth Block will incorporate differentiated instructional materials, teacher led small group, and technology-based programs to eliminate deficiencies in student learning. iReady personal pathways, scaffolds for learning, and Magnetic materials will be used. ESOL interpreters will support students by working with teachers to provide both frontloading and reinforcement to support language

acquisition and grade level reading proficiency.

Use of state and district resources including pacing guides, ALDs, and assessment limits information will also be part of our instructional planning and strategies development.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The ELA Instructional Proficiency Block incorporates interactive whole group instruction, targeted small group instruction, and cooperative learning groups through the use of the OCSD Pacing Guide and Benchmark Advance. Benchmark Advance curriculum is built on the Science of Reading. Kenwood is committed to implementing this curriculum with fidelity, and, as a result, we expect high yield returns.

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
Kenwood will incorporate systematic, explicit, and cumulative instruction based on the Science of Reading to strengthen and reinforce phonics instruction for all students K-2.	
Results of common assessments, iReady personal pathway progress, and iReady and FAST diagnostics will be analyzed by grade level teams, the Literacy Leadership Team, and Administration. Strengths and areas of opportunity will be identified for instruction as well as student needs. Concerns regarding students will be addressed through tiered intervention through the MTSS team. The Literacy Leadership will research and trouble shoot next steps based on data. Teachers needing assistance from the Literacy Coach will participate in a coaching cycle to include planning, observing with specific and timely feedback, and modeling. Professional learning opportunities will be provided throughout the year to address school (scaffolding) and district initiatives (Science of Reading, engaging instruction). These tools may include release time to observe model classrooms, faculty meeting Kenny Bites monthly professional learning topics, or further deep dive into already-scheduled professional learning.	Land, Peggy, peggy.land@okaloosaschools.com
Kenwood will implement scaffolding strategies to increase understanding and interpretation of what is read through oral language, phonemic awareness, phonics, fluency, and vocabulary. Teachers and students will use mental models, goal setting, deliberate practice, front-end scaffolds, distributed scaffolds, back-end scaffolds, peer scaffolds, and fading scaffolds.	
Results of common assessments, iReady personal pathway progress, and iReady and FAST diagnostics will be analyzed by grade level teams, the Literacy Leadership Team, and Administration. Strengths and areas of opportunity will be identified for instruction as well as student needs. Concerns regarding students will be addressed through tiered intervention through the MTSS team. The Literacy Leadership will research and trouble shoot next steps based on data. Teachers needing assistance from the Literacy Coach will participate in a coaching cycle to include planning, observing with specific and timely feedback, and modeling. Professional learning opportunities will be provided throughout the year to address school (scaffolding) and district initiatives (Science of Reading, engaging instruction). These tools may include release time to observe model classrooms, faculty meeting Kenny Bites monthly professional learning topics, or further deep dive into already-scheduled professional learning.	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Kenwood will disseminate the SIP through various meetings and electronic platforms. We will meet as a faculty, leadership team, SAC, and during monthly community coffees. Information will be included in our Title 1 and parent family engagement events. We will also present information during ELL parent nights with interpreters to assist. We will post on our website and Facebook.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Kenwood will determine parent family engagement plan based on needs assessment from school, community, and parent stakeholders. Attendees at each event will respond to survey questions to determine revisions to future programs. Parents are invited to participate in a wide range of opportunities to engage in the instructional program. These include back-to-school orientation, monthly meetings with Administration, curriculum-focused events (literacy, math, science, social studies), and other family fun activities. Families engage in Veterans' Day parade, Spring Carnival, family skate nights, Thanksgiving feast, to name a few. We are proud that we continue to outperform the previous year's performance.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Kenwood plans to strengthen the academic program by incorporating interventions based on student need during before, during, and after school tutoring. Students will be identified for targeted assistance through state and local progress monitoring tools. Teacher professional learning will be differentiated by experience level, subject area, and in concert with student body needs, specifically ELL and ESE demographics. Teachers will participate in weekly PLCs to plan lessons, collect data, and review student progress.

Kenwood will increase the amount and quality of learning time by building a master schedule that accounts for optimal learning time and provides no down time. Students will be engaged in the prescribed minutes for each subject area at a minimum.

Kenwood will help provide an enriched and accelerated curriculum through the 30 minute daily "Growth" block where differentiated learning small groups will work based on what they are ready to learn. This will be a blend of iReady small group and personal pathway along with ALDs to push students beyond grade level.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The Title 1 initiatives are integrated into the district-driven School Performance Plan. Focus areas, goals, and action plans therein incorporate communication, family support, and strengthening the academic program.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Supportive! Kenwood offers many ways to support our families. We have a full-time guidance counselor, Mrs. Holland. Mrs. Holland is well-loved by our staff, families, and especially our students. She has developed a program that includes weekly sessions with identified students. These may include one-to-one conversations, weekly lunch dates, or even a walk around our beautiful campus. Her program also includes running our Multi-Tiered Support System (MTSS). These bi-weekly meetings pull a team together to identify student needs based on data, input from the teacher(s), and support from other members in our guidance department. Kenwood's Military Family Life Counselor is another facet to our supportive team. Mrs. Bunt serves our military students five days a week. She offers strategies to our students whose parents are currently employed by any of the military branches. Kenwood is nationally recognized as a Purple Star school. This honor stems from the support and care we provide for our military families. In addition to these supports, Kenwood also has a mental health counselor. The counselor meets with students and assists families when additional health services are needed.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Students are provided the opportunity to participate in the Robotics club, Coding Club, Academic Team, Safety Patrol, and Student Council. All of these programs provide students with avenues for personal growth.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Multi-Tiered Support System (MTSS) bi-weekly meetings pull a team together to identify student needs based on data connected to attendance, behavior, and academics, input from the teacher(s), and support from other members in our guidance department helps trouble shoot to set

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers participate in subject area specific professional learning with our math and literacy coaches three times per year based on SPP focus areas centered on engaging, interactive whole group instruction, adopted materials and pacing guides. Teachers also participate in monthly "Kenny Bites" professional learning where they learn topics determined by needs assessment. Teachers participate in biweekly data digs, alternating math/science and ELA.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Kenwood transitions preschool students from two avenues, 1) our two units of students here on campus identified through Child Find. These students attend Kenwood daily for at least one year and have identified goals to prepare for Kindergarten. Goals address communication, behavior, and Kinder readiness. 2) Students who transition from other external environments are invited to Kindergarten Kick Start where they spend a week with a Kindergarten teacher who helps to establish routines, works on fun and engaging activities, and familiarizes students with the Kenwood campus.