

Charlotte County Public Schools

# Kingsway Elementary School



2015-16 School Improvement Plan

## Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

### School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

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

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Kingsway Elementary School is to provide a nurturing, child-centered environment that empowers students to become responsible, life-long learners.

##### **Provide the school's vision statement**

Student Success!

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Parents fill out registration packets when students are enrolled in school. Teachers have access to the information in these packets and use the information to build relationships. Teachers review the cumulative folders which helps them to build background knowledge of the students culture. This information can then be used to build rapport with the student and their family. We have an Open House prior to the start of school where all families are invited to meet teachers and other faculty / staff. Teachers schedule conferences throughout the school year to build rapport with their families. Families are encouraged to attend family events such as our fall festival, the winter festival and our spring carnival. We also have our weekly Title I Family Reading Experience Program which encourages literacy at home.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

We have staff outside to welcome the students as they arrive at school in the morning, as well as student safety patrol members. This helps students to feel safe and welcomed each morning. Our teachers greet the students at the classroom doorway each morning by shaking hands. Teachers also assign student leaders to assist in this procedure. The same procedures are in place during dismissal, where students are supervised, safe and welcome in the environment. Throughout the day, there are staff members and volunteers to work with and supervise children in order to create an environment in which children feel safe and respected. There are procedures that remain the same, and all students are aware of their expectations and daily routines.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

We have many procedures in place at Kingsway that are school wide. Students are presented with "Pawsitive" Referrals by faculty and staff members for following the 7 Habits at school. These referrals are announced daily on the school news (viewed in each classroom, everyday) and students are presented with a certificate by administration or guidance. In addition, monthly awards are presented to students in grades K-5. These awards include: Cougar Pride— following our three school-wide expectations (Always be responsible, respectful and try your best), Reader Leader— students who have made great strides in the area of reading, and Leader in Me— students who follow the 7 Habits, even when no one is watching, and for taking the initiative to make great strides in their



own learning. Positive attendance is recognized by each classroom teacher with a visual reminder outside each classroom's door. Each day the entire class is present, the teacher displays a letter which eventually spells out the word attendance. As soon as the class gets all ten letters, the teacher rewards the class with a special activity. "Pawsitive" Referrals are tracked by administration and each student receives a paper paw which the teacher prominently displays inside or outside of the classroom for others to see. This data is also shared with faculty and staff on a quarterly basis and is compared with our discipline referrals. Training for all of our incentive programs occurs at the beginning of the school year and is facilitated by the principal and assistant principal during faculty/staff meetings.

Minor disciplinary incidents are tracked within the classroom until there are 4 incidents of the same nature within 30 days. It is then handled by administration. Major disciplinary incidents are handled by administration as soon as possible. School personnel are re-trained on the procedures each year in the beginning of the year.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Most social emotional needs are being met within the classroom setting by teachers conducting class meetings and by using the Seven Habits of Happy Kids program by Steven Covey. For students who require more one on one counseling services, our social worker and guidance counselor hold counseling sessions. There are a number of students who are currently receiving this counseling service on a weekly basis.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics.

Students who score below grade level in the BOY i-Ready diagnostic in Math and Reading taken between August 10 and September 4, 2015.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	4	2	4	2	4	20
One or more suspensions	0	0	0	0	2	3	5
Course failure in ELA or Math	0	0	1	1	9	9	20
Level 1 on statewide assessment	0	0	1	7	26	19	53
BOY Math i-Ready Diagnostic	70	73	73	68	56	56	396
BOY Reading i-Ready Diagnostic	56	73	63	48	77	66	383

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	1	1	9	7	18

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

\*Attendance-Parents of students whose attendance in the prior school year fell below 90% were sent a proactive letter prior to the beginning of the current school year; reminding those parents of State Statute regarding attendance. Weekly attendance reports are run to identify students whose attendance is currently falling below 90%. The parents of those students are sent a letter reminding them of attendance requirements. Teachers schedule parent conferences with these families to determine if there is some way the school can assist. If attendance fails to improve, our school social worker becomes involved with referral to truancy if warranted.

\*One or more suspensions-Our school does not normally have students that exhibit this indicator. Every effort is made to work with the students, teachers and parents to avoid suspension in all, but the most severe of discipline issues. Unfortunately, certain violations of the Code of Student Conduct all but require a suspension as a part of the discipline.

\*Course failure in ELA or Math-Students identified as failing either ELA or Math are placed on a Progress Monitoring Plan (PMP). The PMP outlines interventions to be used by the classroom teacher to assist the student in improving performance. Those students who continue to fall below expectations are discussed through Child Talk. Referrals are made to the Teacher Support Team on an as needed basis; including graphing of student assessments, classroom observations by both the classroom teacher and case manager and parent conferences. Those students identified as needing additional assistance may be further evaluated through the Response to Intervention (RtI) process. This may include behavioral and social evaluations as well as psychological testing. Placement in Exceptional Student Education programs may result.

\*Level I on statewide assessment-These students follow the same path as those who are failing either ELA or Math.

\*Scoring below grade level on I-Ready BOY Diagnostic in Math or Reading- Teachers monitor these students through teacher observation and tracking of student performance with classwork. Sometimes the BOY scores are not truly indicative of the students actual performance in class. Teachers do not use I-Ready as the only indicator to identify students who require a progress monitoring plan. If students are truly performing as indicated from the I-Ready diagnostic, the teacher will put interventions in place to support the child's needs and develop a progress monitoring plan. In addition, students are given additional remediating during the iii time each day. Some grade levels are beginning to incorporate WIN Time (What I Need), a creative iii session in which additional faculty/ staff assist in the classroom with all students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/186927>.

### **Description**

A PIP has been uploaded for this school or district - see the link above.

### **Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Many school activities and events are possible at Kingsway Elementary due to the support we receive from our Parent Teacher Organization (PTO) and our local business partners. Our PTO's main function is fundraising. They sponsor a variety of formal fundraisers each year including school wide promotional sales. The money raised from these fundraisers is used to sponsor Mini-Grants for teachers, provide supplemental materials to classrooms, fund buses for field trips and provide many other resources for our teachers and students. The PTO also coordinates many family involvement activities at Kingsway each year. These low cost or free activities include Fall Festival, Winter Palooza, and the Annual Cougar Carnival. Canned goods are collected at many of these events and then distributed to those families from our school in financial need.

Business partnerships are another important way to sustain collaboration with the community at large. At present, five local businesses partner with our school. They hold family nights at their establishments, contribute to our parent involvement events and sponsor faculty/staff recognition throughout the school year.

## **Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### **School Leadership Team**

#### **Membership:**

<b>Name</b>	<b>Title</b>
Rogala, Ron	Principal
Johnston-Robbins, Carole	Assistant Principal
Patterson-Greggs, Rachelle	Guidance Counselor
Currier, Sandi	Attendance/Social Work
Willingham, Sarah	Instructional Coach

#### **Duties**

#### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

Mr. Rogala and Ms. Johnston are the main instructional leaders for the school. They rely on Mrs. Willingham, Lead Teacher, to assist and consult with in matters of shared decision making. In addition to Mrs. Willingham, each grade level is assigned a program planner who assists school leadership in making academic decisions. Mrs. Gregg and Mrs. Currier work closely with Mr. Rogala and Ms. Johnston to assist with students' academic and non-academic needs. They are also available to assist teachers and families.

#### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)***

***responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

School leadership meets monthly with all program planners to discuss resources and alignment to curriculum and standards. The lead teacher is also involved in these meetings to build the dialogue amongst all faculty. Teachers participate in data team meetings after administration of diagnostic assessments to examine student data and to make changes in instruction based upon the data. This data is also shared with our Partnership Performance Council (PPC). The PPC makes suggestions on how to improve instruction. Each grade level team meets at least twice a month. One of their meetings is dedicated to child talk and identifying students who are struggling academically or socially and brainstorm ways to assist these students. The other team meeting is used to discuss team planning and best practices for instruction. Regularly scheduled faculty meetings are held once a month. During these faculty meetings various professional development activities are offered based upon faculty and curricular needs. Teachers are also part of Professional Learning Communities (PLC) which meet monthly. Currently we have the following PLC's: English Language Arts/ Literacy Leadership Team, Math, Science, Social Studies, Kindergarten Standards Based Report Card and Thinking Maps.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Lisa Chapin	Parent
Crystal Coyne	Parent
Mindy Hanak	Parent
Erin Herndon	Parent
Pat Kohl	Teacher
Shauna Krueger	Teacher
Dorothy Miller	Education Support Employee
Ronald Rogala	Principal
Susan Rousell	Parent
Crystal Yates	Parent
Jesse Ziegelbauer	Parent
Lynn Bernstein	Parent
Vanessa Tamas	Parent
Debra Thompson	Student
Nadine Salley	Parent
Nicole Clark	Teacher
Amy Hasler	Teacher
Pat Burke	Teacher
John Jordan	Teacher
Tina Buscemi	Teacher

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's SAC was given a copy of the 2014-15 school improvement plan and discussed the plan at a SAC meeting. The school improvement plan was also available online at the school's webpage, [kingswayonline.net](http://kingswayonline.net), for review.

*Development of this school improvement plan*

All SAC members have been invited to attend the meetings to develop the School Improvement Plan. They join the school based group in the development of the plan. Those that participate in the process have been given level 1, read only status so that they can see the plan development and give feedback to the committee.

*Preparation of the school's annual budget and plan*

Each grade level developed their own action plan based on their strengths and weaknesses after looking at student data. In the action plans teams determined their areas of concerns and needs. The team selected items which they felt supported their action plans and greatest areas of need. The action plans and needs of each team were shared with the committee.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Money was used to pay for data days for each team; three full days and two, two hour meeting days. In addition, money was spent for the supplies and materials each team identified in their action plans.

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
	Teacher, K-12
Krueger, Shauna	Instructional Coach
Rogala, Ron	Principal
Johnston-Robbins, Carole	Assistant Principal
Willingham, Sarah	Teacher, K-12
Petty, Karen	Teacher, K-12
Presley, Lisa	Teacher, K-12
Christensen, Bonnie	Teacher, K-12
Hertenlehner, Pamela	Teacher, K-12
Mut, Karen	Teacher, K-12
Sanders, Heather	Teacher, K-12
Verwey, Jamie	Teacher, K-12
Lebeau, Meghan	Teacher, K-12
Grossano, Lynne	Teacher, K-12
Regan, Heather	Teacher, ESE
Hunter, Tiffany	Teacher, ESE
Reid, Nedra	Teacher, ESE
Garn, Carey	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The LLT promotes literacy within our school by taking on a selected few initiatives for the academic school year (15-16) These initiatives are designed to promote literacy within our school and are based on student data as well as school culture and literacy based school traditions.

These initiatives give the LLT committee a focus and direction:

- \*Ensuring that i-Ready reading is being used to support ELA instruction (shared data of lessons attempted/passed and time spent)
- \*Providing school based guidance and direction for Celebrate Literacy Week January 26th - 30th
- \*Helping to develop an understanding of the new LAFS (Language Arts Florida Standards)
- \*Supports Family Literacy Nights and Scholastic Book Fairs
- \*Promoting grade level reading contests (Sunshine State Young Readers 3-5, Clifford Club for 1st Grade, and \*Super Sleuths for 2nd)
- \*Encouraging the use of the Renaissance Reading Program (RP) by sharing data of RP points/accuracy and fiction to nonfiction, and the facilitation of the RP Store as a student reading motivator
- \*School-wide reading contest and celebration for Read Across America and Dr. Seuss's Birthday
- \*Promote Poem in the Pocket Day in April

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Positive working relationships between teachers are encouraged at each grade level. Grade level teachers have the same planning period to collaborate and participate in data days, team-led



professional development, and team meetings. The whole faculty also participates in professional development at given times throughout the school year. The PTO, the school social committee and administrators also sponsor breakfasts, lunches, and snacks throughout the year to foster positive working relationships.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The administration screens all potential teaching candidates prior to hiring. Potential candidates are interviewed by administrators and a committee of people, which could include grade level teachers and special area teachers. The school also provides formal and informal mentors for teachers new to the building. The district provides funds for substitutes to cover classrooms so that teachers can observe other teachers throughout the district. Also, through the administrative observation process, teachers are provided with feedback to help them develop their teaching skills. Professional development opportunities are offered to all teachers with the assistance and guidance from the lead teacher.

**Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

We follow the New Educator Training (NET) Induction Program set up by the district for all new teachers. Mentors are selected from those who have received Clinical Educator Training as official mentors in the district. The rationale for pairings may include proximity in the building and subject and/or grade level taught. The NET teachers and mentors follow a prescribed program developed by the district for the first year, meeting at least on a weekly basis. Additional support can be granted to those individuals who need additional time in the program.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

The core instructional programs which Kingsway uses are the adopted district materials which are aligned with the Florida Standards.

#### **Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

All grade levels have been involved in data days where they are given time to review their previous student and present student data. Working as a team they collaborate and create an action plan which will serve as their road map to differentiation and modification on curriculum delivery. These teams also meet after their initial data day to continue to work and modify their action plan based upon updated data. The teams will meet a total of three times this school year to monitor student data and revisit their action plans.

Each faculty member will serve on at least one subject specific Professional Learning Community committee. All four committees must be represented by each grade level team:

Social Studies

Math

Science

ELA/LLT

In addition, Kindergarten teacher will participate in a PLC for the Standards Based Report Card and each team has a member on the Thinking Maps PLC.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:**

***Strategy Rationale***

***Strategy Purpose(s)***

""

***Person(s) responsible for monitoring implementation of the strategy***

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

***Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another***

As new students enroll at Kingsway Elementary, their cumulative records are reviewed by the school office personnel, administration and the classroom teacher. If any "red flags" are found in the records, the records may be referred to the ESE Liaison, school counselor, school psychologist or school social worker for additional guidance. Office personnel diligently solicit information from previous schools so that we have the clearest picture of a student's academic journey. Parents are also contacted when additional information is required. When a student transfers from Kingsway, all cumulative record information is shared with the new school including state testing data and RtI forms, as well as ESE/ IEP paperwork.

Kindergarten Round-up takes place in April/ May of each year, at which parents of incoming kindergarteners are encouraged to register their children for the upcoming school year. Kindergarten visit day is in May for those kindergarten students who have already registered. During the first week of school, kindergarteners have a staggered entrance to ease the anxiety of the transition into kindergarten.

For fifth grade ESE students, the ESE liaison meets with the teachers and the parents to discuss programs available at the middle school for the following year.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***



**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Florida Standards so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the Florida Standards. By the end of the 2015-16 school year, we would like to move our I-Ready Math total proficiency from 65% (2014-15) to 72% and our I-Ready Reading total proficiency from 58% to 64%.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Florida Standards so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the Florida Standards. By the end of the 2015-16 school year, we would like to move our I-Ready Math total proficiency from 65% (2014-15) to 72% and our I-Ready Reading total proficiency from 58% to 64%. 1a

G071015

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	64.0
Math Gains	72.0

**Resources Available to Support the Goal** 2

- Title I support and funding
- i-Ready Toolbox
- CPALMS/ CMAPS
- Professional Development Academy
- Thinking Maps

**Targeted Barriers to Achieving the Goal** 3

- Insufficient implementation of Florida Standards

**Plan to Monitor Progress Toward G1.** 8

Observation data will be examined to determine the teachers' effectiveness in using the Marzano Strategies and teaching the depth of the Florida Standards. Student outcome data will be collected and reviewed with grade level teams.

**Person Responsible**

Ron Rogala

**Schedule**

Monthly, from 8/4/2015 to 5/26/2016

**Evidence of Completion**

The principal will meet with the teachers to reflect upon observation data. The principal will work with the Lead Teacher to review student outcome data on a monthly basis to see any trends developing, whether positive or negative. This data will then be reviewed with grade level teams to determine effective lesson delivery, pacing and differentiated instruction.

## Action Plan for Improvement

*For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.*

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Florida Standards so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the Florida Standards. By the end of the 2015-16 school year, we would like to move our I-Ready Math total proficiency from 65% (2014-15) to 72% and our I-Ready Reading total proficiency from 58% to 64%. **1**

 G071015

**G1.B2** Insufficient implementation of Florida Standards **2**

 B185184

**G1.B2.S1** Continued usage of the Florida Standards book for all teachers which was developed in the 14-15 school year. **4**

 S196614

### Strategy Rationale

Ensures that every teacher has immediate and easy access to the standards for the students they teach without relying on electronic devices to find them.

### Action Step 1 **5**

Ensures that all teacher have a copy of the Florida Standards book developed in 2014-15.

### Person Responsible

Sarah Willingham

### Schedule

### Evidence of Completion

The Lead Teacher will document who does not have the Florida Standards book and get copies to those individuals.

### Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

To ensure that all teachers have the Florida Standards book as well as all district adopted materials to support the Florida Standards.

**Person Responsible**

Carole Johnston-Robbins

**Schedule**

Monthly, from 8/4/2015 to 5/26/2016

***Evidence of Completion***

Ms. Johnston will meet with Program Planners to ensure that each team has all of the district adopted materials which support the Florida Standards. In addition she will meet with the Lead Teacher to ensure that each teacher has the Florida Standards book.

### Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

To ensure that all teachers have the Florida Standards book as well as all district adopted materials to support the Florida Standards.

**Person Responsible**

Ron Rogala


**Schedule**

Biweekly, from 8/4/2015 to 5/26/2016

***Evidence of Completion***

Mr. Rogala will meet with Ms. Johnston to ensure that Program Planners are contacting her for their district adopted materials needs. He will also check with the Lead Teacher to see that everyone has their copy of the Florida Standards book.

**G1.B2.S2** All teachers will serve on at least one Professional Learning Committee throughout the school year. **4**

 S196615

### **Strategy Rationale**

Teachers will gain additional knowledge of the Florida Standards and how to teach the standards using various research based materials.

### **Action Step 1** **5**

Professional Learning Communities (PLCs) are essential for teachers to problem solve, using data, and to develop and create learning opportunities for all students maximizing the teacher's knowledge of the Florida Standards. PLCs will include ELA, Math, Science, Social Studies, Thinking Maps and Kindergarten Standards Based Report Cards.

#### **Person Responsible**

Ron Rogala

#### **Schedule**

Monthly, from 8/4/2015 to 5/27/2016

#### **Evidence of Completion**

PD rosters and agendas, Minutes of PLC meetings including ideas, decisions, and reflections on actions, observation data from school leadership, lesson plans

### **Action Step 2** **5**

Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.

#### **Person Responsible**

Ron Rogala

#### **Schedule**

Weekly, from 8/10/2015 to 5/26/2016

#### **Evidence of Completion**

Classroom observation data, walkthrough data, qualitative information from conversations with teachers, evaluation data.

## Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Meet with professional development coordinator prior to and following all professional development opportunities. Attend some of the professional development opportunities provided.

### Person Responsible

Ron Rogala

### Schedule

Monthly, from 8/4/2015 to 5/26/2016

### Evidence of Completion

PLC documents

## Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Instruction will show that the standards are being taught with greater rigor and depth of knowledge presented.

### Person Responsible

Ron Rogala

### Schedule

Weekly, from 8/10/2015 to 5/26/2016

### Evidence of Completion

Lesson plans, classroom walkthroughs and observations, i-Ready reports

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Ensures that all teacher have a copy of the Florida Standards book developed in 2014-15.	Willingham, Sarah	8/4/2015	The Lead Teacher will document who does not have the Florida Standards book and get copies to those individuals.	one-time
G1.B2.S2.A1	Professional Learning Communities (PLCs) are essential for teachers to problem solve, using data, and to develop and create learning opportunities for all students maximizing the teacher's knowledge of the Florida Standards. PLCs will include ELA, Math, Science, Social Studies, Thinking Maps and Kindergarten Standards Based Report Cards.	Rogala, Ron	8/4/2015	PD rosters and agendas, Minutes of PLC meetings including ideas, decisions, and reflections on actions, observation data from school leadership, lesson plans	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A2	Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.	Rogala, Ron	8/10/2015	Classroom observation data, walkthrough data, qualitative information from conversations with teachers, evaluation data.	5/26/2016 weekly
G1.MA1	Observation data will be examined to determine the teachers' effectiveness in using the Marzano Strategies and teaching the depth of the Florida Standards. Student outcome data will be collected and reviewed with grade level teams.	Rogala, Ron	8/4/2015	The principal will meet with the teachers to reflect upon observation data. The principal will work with the Lead Teacher to review student outcome data on a monthly basis to see any trends developing, whether positive or negative. This data will then be reviewed with grade level teams to determine effective lesson delivery, pacing and differentiated instruction.	5/26/2016 monthly
G1.B2.S1.MA1	To ensure that all teachers have the Florida Standards book as well as all district adopted materials to support the Florida Standards.	Rogala, Ron	8/4/2015	Mr. Rogala will meet with Ms. Johnston to ensure that Program Planners are contacting her for their district adopted materials needs. He will also check with the Lead Teacher to see that everyone has their copy of the Florida Standards book.	5/26/2016 biweekly
G1.B2.S1.MA1	To ensure that all teachers have the Florida Standards book as well as all district adopted materials to support the Florida Standards.	Johnston-Robbins, Carole	8/4/2015	Ms. Johnston will meet with Program Planners to ensure that each team has all of the district adopted materials which support the Florida Standards. In addition she will meet with the Lead Teacher to ensure that each teacher has the Florida Standards book.	5/26/2016 monthly
G1.B2.S2.MA1	Instruction will show that the standards are being taught with greater rigor and depth of knowledge presented.	Rogala, Ron	8/10/2015	Lesson plans, classroom walkthroughs and observations, i-Ready reports	5/26/2016 weekly
G1.B2.S2.MA1	Meet with professional development coordinator prior to and following all professional development opportunities. Attend some of the professional development opportunities provided.	Rogala, Ron	8/4/2015	PLC documents	5/26/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Florida Standards so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the Florida Standards. By the end of the 2015-16 school year, we would like to move our I-Ready Math total proficiency from 65% (2014-15) to 72% and our I-Ready Reading total proficiency from 58% to 64%.

### **G1.B2** Insufficient implementation of Florida Standards

**G1.B2.S2** All teachers will serve on at least one Professional Learning Committee throughout the school year.

#### **PD Opportunity 1**

Professional Learning Communities (PLCs) are essential for teachers to problem solve, using data, and to develop and create learning opportunities for all students maximizing the teacher's knowledge of the Florida Standards. PLCs will include ELA, Math, Science, Social Studies, Thinking Maps and Kindergarten Standards Based Report Cards.

##### **Facilitator**

Ron Rogala, Carole Johnston, Sarah Willingham and PLC leaders

##### **Participants**

instructional and leadership staff

##### **Schedule**

Monthly, from 8/4/2015 to 5/27/2016

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Kingsway Elementary will improve instructional effectiveness and student outcomes through the implementation of the Florida Standards so that all personnel: teachers, support staff, and administrators, have a true understanding and are able to implement the rigor and depth of knowledge of the Florida Standards. By the end of the 2015-16 school year, we would like to move our I-Ready Math total proficiency from 65% (2014-15) to 72% and our I-Ready Reading total proficiency from 58% to 64%.

### **G1.B2** Insufficient implementation of Florida Standards

**G1.B2.S2** All teachers will serve on at least one Professional Learning Committee throughout the school year.

#### **PD Opportunity 1**

Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.

#### **Facilitator**

Ron Rogala and Carole Johnston

#### **Participants**

Instructional and leadership staff

#### **Schedule**

Weekly, from 8/10/2015 to 5/26/2016

## Budget

### Budget Data

1	G1.B2.S1.A1	Ensures that all teacher have a copy of the Florida Standards book developed in 2014-15.	\$0.00
2	G1.B2.S2.A1	Professional Learning Communities (PLCs) are essential for teachers to problem solve, using data, and to develop and create learning opportunities for all students maximizing the teacher's knowledge of the Florida Standards. PLCs will include ELA, Math, Science, Social Studies, Thinking Maps and Kindergarten Standards Based Report Cards.	\$0.00
3	G1.B2.S2.A2	Teachers use their knowledge of the Florida Standards to increase the effectiveness of their instruction and assessment.	\$0.00
Total:			\$0.00