

Charlotte County Public Schools

Kingsway Elementary School



2017-18 Schoolwide Improvement Plan

Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

<http://yourcharlotteschools.net/kes>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	C

**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 was approved by the Charlotte County School Board on 9/25/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Kingsway Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Student Success!

2. School Environment

a. 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 book fair family nights, Title I presentations, PTO, SAC, 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.

b. 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. As students enter the cafeteria before classes each morning, they have an option of eating breakfast with their peers. Paraprofessionals walk throughout the cafeteria during this time and interact with the students. 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.

c. 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. "Pawsitive" Referrals are tracked by administration and each student receives a paper paw which the teacher displays prominently inside or outside of the classroom for others to see.

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.

Each month one student who exemplifies outstanding character is recognized with "The Golden Paw Award." Recipients have their photo on display in the main office.

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.

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 at the beginning of the school year.

In addition, we use LiveSchool throughout the school. LiveSchool is web-based program/ app which allows teachers to recognize students for their positive choices as well as indicate when students are not following rules and procedures. Parents have live-time access to their child's LiveSchool points throughout the school day by logging into their our mobile device. Students earn points which they can spend on various classroom and school-wide rewards.

d. 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 Sean 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.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	4	2	4	2	4	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	1	1	9	9	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	1	7	26	19	0	0	0	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	1	1	9	7	0	0	0	0	0	0	0	18

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

*Attendance- A letter was sent to all families, from the superintendent, reminding them of attendance requirements and the State Statute regarding attendance. Weekly attendance reports are run to identify students whose attendance is currently falling below 90%. 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 remediation during the III time each day.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

2. 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.

The school's musical ensembles perform in the community and have relationships with professional ensembles to their mutual benefit.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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. Greggs and Mrs. Carrier 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.

2. 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. These PLC are studying various books based upon the teacher's interest.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
	Parent
Mindy Hanak	Parent
Shauna Krueger	Teacher
Dorothy Miller	Education Support Employee
Ronald Rogala	Principal
Jesse Ziegelbauer	Parent
Pat Burke	Teacher
Sarah Willingham	Teacher
Nicole Tiseo	Parent
Lucy Lowe-Stewart	Parent
Rachel Ball	Parent
Rattana Castelo	Parent
Marilyn Morales	Parent
Randall Platt	Parent
Regina Psicharis	Parent
Christine Garcia	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Last year's SAC was given a copy of the 2016-17 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, for review and a hard copy is available in the main office. Parents may request a hard copy of this from the office.

b. 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 CIMS committee.

c. 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 areas of greatest need. The action plans and needs of each team were shared with the CIMS committee.

2. 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; BOY/ MOY two 3-hour days and one 2-hour day, EOY one 2-hour day and one 3-hour day. In addition, money was spent for the supplies and materials each team identified in their action plans.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
	Teacher, K-12
Krueger, Shauna	Instructional Coach
Rogala, Ron	Principal
Johnston, Carole	Assistant Principal
Hunter, Tiffany	Teacher, ESE
Socci, Samantha	Teacher, K-12
Petrulo, Jodie	Teacher, ESE
Bradshaw, Karen	Teacher, ESE
Richards, Jill	Teacher, K-12
Croce, Jodie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy within our school by taking on a selected few initiatives for the academic school year (17-18) 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 K-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

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 a PLC book study group. The books selected support our district initiative of the Comprehensive Literacy Framework (CLF).

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

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** By the end of the 2017-18 school year, Kingsway Elementary will move our total school grade points from 416 to 431. We will improve our instructional effectiveness, student engagement and motivation.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. By the end of the 2017-18 school year, Kingsway Elementary will move our total school grade points from 416 to 431. We will improve our instructional effectiveness, student engagement and motivation. 1a

G097723

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	58.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	46.0
Math Gains	76.0
FSA Mathematics Achievement	68.0
Math Lowest 25% Gains	68.0
FCAT 2.0 Science Proficiency	57.0

Targeted Barriers to Achieving the Goal 3

- Insufficient Student Engagement & Motivation
- Lack of sufficient Instructional Time

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I support and funding
- Professional Development
- Thinking Maps
- STEMscopes and Brain Pop
- LiveSchool
- Professional Learning Communities focusing on increased student engagement
- ChromeBook Classrooms
- Comprehensive Literacy Framework (CLF)
- Guided Reading Book Room
- Collaborative Grade Level/ Cross Curricular Planning
- Promote Clinical Education Training
- Encourage Sponsorship of College Interns

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. Teachers will also be observed to check implementation and effective teaching strategies of the Comprehensive Literacy Framework (CLF).

Person Responsible

Ron Rogala

Schedule

Monthly, from 8/10/2017 to 5/25/2018

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 developing trends, whether positive or negative. This data will then be reviewed with grade level teams and PLCs 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. By the end of the 2017-18 school year, Kingsway Elementary will move our total school grade points from 416 to 431. We will improve our instructional effectiveness, student engagement and motivation. **1**

 G097723

G1.B1 Insufficient Student Engagement & Motivation **2**

 B262681

G1.B1.S1 All teachers will participate in Professional Learning Communities (PLC's). **4**

 S278158

Strategy Rationale

Ensures that every teacher gains deeper understanding of instructional strategies to improve student engagement and motivation.

Action Step 1 **5**

Teachers will participate in book study PLC's focusing on research based instructional strategies.

Person Responsible

Sarah Willingham

Schedule

Monthly, from 8/16/2017 to 5/25/2018

Evidence of Completion

PLC logs will document the collaborative participation of teachers in small groups.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

To ensure that all teachers participate in PLC's.

Person Responsible

Carole Johnston

Schedule

Monthly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Ms. Johnston will meet with Mrs. Willingham and check PLC logs for monthly participation.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

To ensure that all teachers actively participate in PLCs.

Person Responsible

Ron Rogala

Schedule

Biweekly, from 8/16/2017 to 5/25/2018

Evidence of Completion

Mr. Rogala will meet with Ms. Johnston to ensure that teachers are actively participating in PLC's.

G1.B1.S3 Teachers and staff will use LiveSchool to promote positive behavior and create a school wide behavior management system. 4

 S278160

Strategy Rationale

LiveSchool will build upon our already established strong relationships with students and families and enhance our school climate. This will have a direct effect on student engagement, motivation and improve academic gains.

Action Step 1 5

All faculty and staff will be provided with ongoing Professional Development on the successful implementation of the LiveSchool program.

Person Responsible

Paul Atherton

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Tracking use of LiveSchool and exporting data when needed from the LiveSchool database.

Action Step 2 5

All teachers will use LiveSchool to promote positive behavior. Students will be awarded incentives for positive choices.

Person Responsible

Ron Rogala

Schedule

Daily, from 8/4/2017 to 5/25/2018

Evidence of Completion

Students will redeem LiveSchool points for incentives.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Ongoing support and Professional Development on LiveSchool will be provided to staff. Faculty members with Administrative rights will monitor usage and data that is available through LiveSchool. Data will be used and shared in various ways (ex: Team Meetings, Child Talk, PTO/ SAC) to determine effectiveness.

Person Responsible

Paul Atherton

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Implementation of LiveSchool is highly encouraged at Kingsway as it creates a school-wide behavior management and rewards system. Administration can monitor usage and provide support when necessary.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Staff with administrative rights will monitor usage of the LiveSchool program. Ongoing support will be offered to staff members to encourage and enhance their LiveSchool experience.

Person Responsible

Sarah Willingham

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Data reports will be exported to share with teachers, families, and staff. This data will be analyzed for further school improvement. It is anticipated that a decrease in negative behavior will have a direct effect on achievement gains. Data, BOY to EOY, will be disseminated by the PBIS committee to determine overall effectiveness.

G1.B1.S4 Teachers will use STEMScopes and Brain Pop to enhance their science instruction. 4

 S278161

Strategy Rationale

Both STEMScopes & Brain Pop have engaging, interactive opportunities for students to explore while being instructed in Science.

Action Step 1 5

Teachers will use STEMScopes and Brain Pop in conjunction with their Science instruction.

Person Responsible

Carole Johnston

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Lesson Plans will be checked periodically to ensure that teachers are implementing the programs.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Lesson plans will be checked for incorporation of STEMScopes & Brain Pop.

Person Responsible

Carole Johnston

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher plan books

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Science lessons usage of STEMScopes & Brain Pop

Person Responsible

Carole Johnston

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Observation of lessons presented by teachers.

G1.B2 Lack of sufficient Instructional Time 2

 B262682

G1.B2.S1 Instructional time is bound by the school schedule and limited to the hours that students are in school. 4

 S278162

Strategy Rationale

Cross- curricular teaching must take place in order for teachers to maximize their instructional time.

Action Step 1 5

Teachers will attend monthly professional development meetings and participate in PLC book studies which focus on the Comprehensive Literacy Framework (CLF).

Person Responsible

Sarah Willingham

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Meeting sign in sheets and reflection logs from PLCs.

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

Administration will attend all faculty professional development meetings as well as attend some of the book study PLCs.

Person Responsible

Carole Johnston

Schedule

Monthly, from 8/4/2017 to 5/25/2018

Evidence of Completion

Examine meeting logs.

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

Ensure that teachers are implementing what they have learned from professional development activities and book study PLCs.

Person Responsible

Ron Rogala

Schedule

Monthly, from 8/4/2017 to 5/25/2018


Evidence of Completion

Classroom observation data and individual meetings with teachers to discuss how CLF strategies are being implemented.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M404474	Observation data will be examined to determine the teachers' effectiveness in using the Marzano...	Rogala, Ron	8/10/2017	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 developing trends, whether positive or negative. This data will then be reviewed with grade level teams and PLCs to determine effective lesson delivery, pacing and differentiated instruction.	5/25/2018 monthly
G1.B1.S1.MA1 M404464	To ensure that all teachers actively participate in PLCs.	Rogala, Ron	8/16/2017	Mr. Rogala will meet with Ms. Johnston to ensure that teachers are actively participating in PLC's.	5/25/2018 biweekly
G1.B1.S1.MA1 M404465	To ensure that all teachers participate in PLC's.	Johnston, Carole	8/16/2017	Ms. Johnston will meet with Mrs. Willingham and check PLC logs for monthly participation.	5/25/2018 monthly
G1.B1.S1.A1 A374673	Teachers will participate in book study PLC's focusing on research based instructional strategies.	Willingham, Sarah	8/16/2017	PLC logs will document the collaborative participation of teachers in small groups.	5/25/2018 monthly
G1.B2.S1.MA1 M404472	Ensure that teachers are implementing what they have learned from professional development...	Rogala, Ron	8/4/2017	Classroom observation data and individual meetings with teachers to discuss how CLF strategies are being implemented.	5/25/2018 monthly
G1.B2.S1.MA1 M404473	Administration will attend all faculty professional development meetings as well as attend some of...	Johnston, Carole	8/4/2017	Examine meeting logs.	5/25/2018 monthly
G1.B2.S1.A1 A374679	Teachers will attend monthly professional development meetings and participate in PLC book studies...	Willingham, Sarah	8/4/2017	Meeting sign in sheets and reflection logs from PLCs.	5/25/2018 monthly
G1.B1.S3.MA1 M404468	Staff with administrative rights will monitor usage of the LiveSchool program. Ongoing support...	Willingham, Sarah	8/4/2017	Data reports will be exported to share with teachers, families, and staff. This data will be analyzed for further school improvement. It is anticipated that a decrease in negative behavior will have a direct effect on achievement gains. Data, BOY to EOY, will be disseminated by the PBIS committee to determine overall effectiveness.	5/25/2018 monthly
G1.B1.S3.MA1 M404469	Ongoing support and Professional Development on LiveSchool will be provided to staff. Faculty...	Atherton, Paul	8/4/2017	Implementation of LiveSchool is highly encouraged at Kingsway as it creates a school-wide behavior management and rewards system. Administration can monitor usage and provide support when necessary.	5/25/2018 monthly
G1.B1.S3.A1 A374676	All faculty and staff will be provided with ongoing Professional Development on the successful...	Atherton, Paul	8/4/2017	Tracking use of LiveSchool and exporting data when needed from the LiveSchool database.	5/25/2018 monthly
G1.B1.S3.A2 A374677	All teachers will use LiveSchool to promote positive behavior. Students will be awarded incentives...	Rogala, Ron	8/4/2017	Students will redeem LiveSchool points for incentives.	5/25/2018 daily
G1.B1.S4.MA1 M404470	Science lessons usage of STEMScopes & Brain Pop	Johnston, Carole	8/10/2017	Observation of lessons presented by teachers.	5/25/2018 weekly
G1.B1.S4.MA1 M404471	Lesson plans will be checked for incorporation of STEMScopes & Brain Pop.	Johnston, Carole	8/10/2017	Teacher plan books	5/25/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S4.A1  A374678	Teachers will use STEMScopes and Brain Pop in conjunction with their Science instruction.	Johnston, Carole	8/10/2017	Lesson Plans will be checked periodically to ensure that teachers are implementing the programs.	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. By the end of the 2017-18 school year, Kingsway Elementary will move our total school grade points from 416 to 431. We will improve our instructional effectiveness, student engagement and motivation.

G1.B1 Insufficient Student Engagement & Motivation

G1.B1.S1 All teachers will participate in Professional Learning Communities (PLC's).

PD Opportunity 1

Teachers will participate in book study PLC's focusing on research based instructional strategies.

Facilitator

Sarah Willingham

Participants

All teachers

Schedule

Monthly, from 8/16/2017 to 5/25/2018

G1.B1.S3 Teachers and staff will use LiveSchool to promote positive behavior and create a school wide behavior management system.

PD Opportunity 1

All faculty and staff will be provided with ongoing Professional Development on the successful implementation of the LiveSchool program.

Facilitator

Ron Rogala, Principal Carole Johnston, Assistant Principal Paul Atherton, Psychologist Sarah Willingham, Lead Teacher

Participants

KES faculty and staff

Schedule

Monthly, from 8/4/2017 to 5/25/2018

G1.B2 Lack of sufficient Instructional Time

G1.B2.S1 Instructional time is bound by the school schedule and limited to the hours that students are in school.

PD Opportunity 1

Teachers will attend monthly professional development meetings and participate in PLC book studies which focus on the Comprehensive Literacy Framework (CLF).

Facilitator

Sarah Willingham

Participants

All Teachers

Schedule

Monthly, from 8/4/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in book study PLC's focusing on research based instructional strategies.				\$0.00
2	G1.B1.S3.A1	All faculty and staff will be provided with ongoing Professional Development on the successful implementation of the LiveSchool program.				\$0.00
3	G1.B1.S3.A2	All teachers will use LiveSchool to promote positive behavior. Students will be awarded incentives for positive choices.				\$623.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Kingsway Elementary School	School Improvement Funds		\$623.00
4	G1.B1.S4.A1	Teachers will use STEMScopes and Brain Pop in conjunction with their Science instruction.				\$2,395.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Kingsway Elementary School	School Improvement Funds		\$2,395.00
5	G1.B2.S1.A1	Teachers will attend monthly professional development meetings and participate in PLC book studies which focus on the Comprehensive Literacy Framework (CLF).				\$0.00
Total:						\$3,018.00