

Charlotte County Public Schools

Kingsway Elementary School



2018-19 Schoolwide Improvement Plan

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Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

<http://yourcharlotteschools.net/kes>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	42%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	B	B	B*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

Membership

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

Name	Title
Johnston, Carole	Principal
Currier, Sandi	Attendance/Social Work
Forbus, Natasha	Assistant Principal
Marsh, Darlene	Other
Hotchkiss, Jessica	Instructional Coach
Thibeault, Kerrie	School Counselor
Atherton, Paul	Psychologist

Duties

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

Ms. Johnston and Ms. Moradian are the main instructional leaders for the school. They rely on Mrs. Hotchkiss, Lead Teacher, to assist and consult in matters of shared decision making. In addition to Mrs. Hotchkiss, each grade level is assigned a Program Planner who assists school leadership in making grade level academic decisions. Mr. Atherton assesses students to identify those students needing academic or social support to be successful in school. Ms. Marsh, ESE Liaison, assists with decisions concerning our ESE population. Mrs. Thibeault and Mrs. Currier work closely with other members of the leadership team to address students' academic and social/emotional needs. They are also available assist our families facing crisis.

Early Warning Systems

Year 2017-18

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	12	13	7	7	19	13	0	0	0	0	0	0	0	71
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	15	22	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	42	36	0	0	0	0	0	0	0	96

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	2	11	13	0	0	0	0	0	0	0	27

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	3	1	4	1	1	0	0	0	0	0	0	0	13
Retained Students: Previous Year(s)	3	8	0	4	0	0	0	0	0	0	0	0	0	15

Date this data was collected

Tuesday 8/28/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA L25 Gains performed the lowest at 34% of our students making a years growth.
43% of our ELA L25 students made the required gains on the 2016 and 2017 assessments.

Which data component showed the greatest decline from prior year?

Our greatest decline was the percentage L25 Math gains.
In 2017, 66% of our L25 students made the required years growth. In 2018 this percentage dropped to 47%.

Which data component had the biggest gap when compared to the state average?

Our scores in ELA L25 gains reflected the largest gap compared to the state average. State scores showed that 48% of L25 students made the required ELA gains. At the school level, 34% of our students achieved this.

Which data component showed the most improvement? Is this a trend?

Science achievement showed the most improvement with a 7% gain from last school year. Scores increased by 8% between the 14/15 and 15/16 school years. Proficiency remained the same at 55% between the 15/16 and 16/17 school year.

Describe the actions or changes that led to the improvement in this area.

Hosting STEM night for students and families.
Science boot camp for 5th grade students immediately prior to testing.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	55%	59%	56%	55%	56%	52%
ELA Learning Gains	47%	52%	55%	56%	56%	52%
ELA Lowest 25th Percentile	34%	41%	48%	43%	50%	46%
Math Achievement	64%	65%	62%	65%	64%	58%
Math Learning Gains	59%	54%	59%	66%	63%	58%
Math Lowest 25th Percentile	47%	39%	47%	39%	48%	46%
Science Achievement	62%	66%	55%	55%	58%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (4)	13 (4)	7 (2)	7 (4)	19 (2)	13 (4)	71 (20)
One or more suspensions	0 (0)	1 (0)	2 (0)	1 (0)	1 (2)	2 (3)	7 (5)
Course failure in ELA or Math	0 (0)	0 (0)	0 (1)	2 (1)	15 (9)	22 (9)	39 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (1)	18 (7)	42 (26)	36 (19)	96 (53)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	63%	2%	57%	8%
	2017	57%	66%	-9%	58%	-1%
Same Grade Comparison		8%				
Cohort Comparison						
04	2018	46%	54%	-8%	56%	-10%
	2017	59%	59%	0%	56%	3%
Same Grade Comparison		-13%				
Cohort Comparison		-11%				
05	2018	51%	56%	-5%	55%	-4%
	2017	49%	53%	-4%	53%	-4%
Same Grade Comparison		2%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	65%	69%	-4%	62%	3%
	2017	67%	71%	-4%	62%	5%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	57%	61%	-4%	62%	-5%
	2017	67%	69%	-2%	64%	3%
Same Grade Comparison		-10%				
Cohort Comparison		-10%				
05	2018	67%	62%	5%	61%	6%
	2017	61%	56%	5%	57%	4%
Same Grade Comparison		6%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	63%	-3%	55%	5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	32	37	32	36	36	28	50				
ELL	33	42		47	50						
ASN	40			70							
BLK	48	54		56	55		60				
HSP	51	51	36	53	53	45	57				
MUL	67	40		76	73						
WHT	57	45	33	68	58	50	60				
FRL	54	50	48	60	56	50	65				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	36	39	34	69	64	25				
ELL	36			55							
BLK	61	72		71	72		56				
HSP	59	63	50	59	75	77	81				
MUL	46			77							
WHT	56	50	33	64	72	59	49				
FRL	56	60	48	63	77	70	57				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Learning gains for the L25% for Math

Rationale Learning gains in the L25% group for Math declined by 19% from 2017 (66%) to 2018 (47%).

Intended Outcome By focusing instruction on L25% in Math, we intend to increase learning gains by 7% to 54% (B) for the 2018-19 school year.

Point Person Jessica Hotchkiss (jessica.hotchkiss@yourcharlotteschools.net)

Action Step

Description Grade level teams will meet weekly to discuss targeted standards and related lessons. Teams will meet monthly with administration to discuss their L25% students and the interventions in place for those students. Interventions will be monitored for fidelity and efficacy. Teachers will participate in grade level professional learning communities (PLC). The PLCs will participate in professional development throughout the school year to collect and analyze data to increase student success.

Person Responsible Carole Johnston (carole.johnston@yourcharlotteschools.net)

Plan to Monitor Effectiveness

Description Lesson plans will be monitored by Ms. Johnston and Ms. Moradian. They will be checked for differentiation to meet the needs of the L25% students. Observations made during classroom walk-throughs will be shared with teachers. Student progress will be monitored using i-Ready and Grade Level Expectations.

Person Responsible Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Activity #2	
Title	Learning gains for the L25% for ELA
Rationale	Our percentage of L25% students that made the required growth in ELA dropped by 9% from last year. Only 34% of our L25 students made the required gains. This area was also where we had our largest gap compared to state scores.
Intended Outcome	Our goal for this assessment is to raise the learning gains for our population of L25% in ELA by 8% (raise to 42%).
Point Person	Jessica Hotchkiss (jessica.hotchkiss@yourcharlotteschools.net)
Action Step	
Description	Grade level teams will meet weekly to discuss targeted standards and related lessons. Teams will meet monthly with administration to discuss their L25% students and the interventions in place for those students. Interventions will be monitored for fidelity and efficacy. Teachers will participate in grade level professional learning communities (PLC). The PLCs will participate in professional development throughout the school year to collect and analyze data to increase student success. Pilot the use of Top Score Writing curriculum in two classes in each fourth and fifth grade.
Person Responsible	Carole Johnston (carole.johnston@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Lesson plans will be monitored by Ms. Johnston and Ms. Moradian. They will be checked for differentiation to meet the needs of the L25% students. Observations made during classroom walk-throughs will be shared with teachers. Student progress will be monitored using teacher-made tests, i-Ready progress monitoring and Grade Level Expectations. Writing scores will be monitored through scores on District Writing prompts in EDIS.
Person Responsible	Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

Activity #3	
Title	Closing the achievement gap in ELA for students with disabilities
Rationale	Our overall ELA achievement for the 2017-2018 school year was 55% (B). Achievement of students with disabilities was 32% (D).
Intended Outcome	Our goal is to close the achievement gaps between students with disabilities and their non-disabled peers. We hope to increase achievement levels of SWD to 41%.
Point Person	Jessica Hotchkiss (jessica.hotchkiss@yourcharlotteschools.net)
Action Step	
Description	Create equitable case loads for ESE push in teachers. Adjusted scheduling for ESE push in teachers and supporting paraprofessionals. Departmentalized in the intermediate grade levels in our communication disorder unit. Require ESE teachers to participate in grade level data days, and weekly team meetings.
Person Responsible	Darlene Marsh (darlene.marsh@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Lesson plans will be submitted and monitored for differentiation, and collaboration with classroom teachers. Observations made during classroom walk-throughs shared with teachers. Student progress will be monitored using teacher made tests, iReady progress, and grade level expectations.
Person Responsible	Carole Johnston (carole.johnston@yourcharlotteschools.net)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

Many school activities and events are made possible through the support of our Kingsway Parent Teacher Organization (PTO) and our many local business partners. Our PTO's main function is to raise funds to provide resources for teachers and students. The funds raised are used to sponsor PTO Mini-Grants for teachers, provide supplemental materials for classrooms, fund buses for field trips and provide many other resources for our school. The PTO coordinates many family involvement events throughout the school year: Fall Festival, Winter Palooza, and Cougar Fun Run. These events are provided free of charge to our Kingsway families. Canned goods are collected at these events that are later donated to the local food bank.

Business partnerships are cultivated and sustained from year to year. Many sponsor family nights at their establishments and give back a portion of the proceeds to our school. They sponsor faculty/staff recognition throughout the school year.

Parents are encouraged to check their students LiveSchool accounts daily. LiveSchool is a 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 student's LiveSchool account throughout the day by logging in with a mobile device. Students earn points for making positive choices which they may use to purchase various classroom and school-wide reports. This year all parents will also have access to the Remind app which allows two-way communication with their students' teachers and the school without sharing of phone numbers or email addresses.

PFEP Link

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

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. Teachers are beginning an investigation of Restorative Justice within their classrooms as an alternative for discipline referrals. Restorative Justice circles attempt to mediate disagreements between students and head off possible sources of conflict. A group of teachers and an administrator will attend a one-day Kagan Win-Win Discipline Workshop. This group will deliver professional development for the full faculty. For students who require more, one on one counseling services are available. 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.

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 Rtl forms, as well as ESE/ IEP paperwork.

Kindergarten Round-up takes place in April/ May of each year, at which parents of incoming kindergarten students 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. We hold a separate Open House for incoming kindergarten students and their parents. During the first week of school, kindergarten students have a staggered entrance to ease the anxiety of the transition into kindergarten. This allows kindergarten teachers the ability to teach procedures and expectations to smaller groups of students.

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.

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 involved in these meetings to build the dialogue among all faculty members. Teachers participate in data team meetings after administration of diagnostic assessments to examine student data and to make changes to 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 weekly. Team meetings are used to discuss team planning and best practices for instruction. Regularly scheduled faculty meetings are held twice a month. During these faculty meetings various professional development activities are offered based upon faculty and curricular needs. Teachers are part of Professional Learning Communities (PLC) which meet monthly. These PLCs are discussing the needs of our struggling students (L25%) and developing and implementing appropriate interventions to help them be more academically successful.

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

During our annual Title I meeting and Open House, several local not-for-profit organizations set up manned displays to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families. The Charlotte County Health Department works with our Second Grade teachers to sponsor 2nd grade vision boards that allow students to set goals for future career aspirations. The Kiwanis and the Port Charlotte High School Key Club sponsor a K-Kids after-school club that works on community service projects that benefit our school and local community. Charlotte Harbor Environmental Center provides a two-day field trip for fourth grade students to learn about our local estuary. They gather funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

Part V: Budget

Total:

\$73,418.46