Kingsford Elementary School

2018-19 Schoolwide Improvement Plan

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Kingsford Elementary School

1400 DEAN ST, Mulberry, FL 33860

http://schools.polk-fl.net/kingsford

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

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

School Board Approval

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

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.

At Kingsford Elementary we are committed to providing a diverse, collaborative, high quality education for all students.

Provide the school's vision statement.

Parents, students, and staff will work together to build a bridge between the school and community in order for Kingsford students to take ownership of their education and dedicate themselves to become responsible and productive citizens.

School Leadership Team

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

Name	Title
Bizerra, Sue	Principal
Hernandez , Clair	Other
Santangelo, Amy	Assistant Principal
Dobson, Nyame	Instructional Coach
Croy, Carmen	Instructional Media
Holt, Kara	Instructional Coach
Lamb, Ashlee	Instructional Coach
Barnhill, Susan	School Counselor

Duties

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

Susan Barnhill, Guidance Counselor - One of her primary responsibilities is to oversee the MTSS processes and ensure that the MTSS Team meets to plan academic and behavior interventions and and then reviews progress toward goals.
Carmen Croy, Media Specialist - Along with overseeing our media collection and promoting high circulation of books, she organizes and promotes the AR program to encourage students in their reading.
Nyame Dobson, ELA Coach / Ashlee Lamb, Math Coach / Kara Holt, Title 1 interventionist - All of these leaders participate in grade level collaborative planning, meet for data chats with teachers and students, observe instruction, give feedback and provide coaching and modeling as needed. They also provide academic interventions to students.
Clair Hernandez, ESOL Teacher - Serves as a liaison between ESOL families and the school, provides tutoring for ELL students, conferences with families, and assists teachers with appropriate ELL strategies.
Amy Santangelo and Sue Bizerra, Administrators - Oversee all school activities, staff and students, and provide guidance for the leadership team.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	20	0	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	0	0	3	3	20	27	0	0	0	0	0	0	0	53

Date this data was collected

Wednesday 8/1/2018

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	16	12	20	15	13	11	0	0	0	0	0	0	0	87
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	5	9	11	44	37	2	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	1	21	41	24	33	0	0	0	0	0	0	0	120

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	1	1	19	15	21	0	0	0	0	0	0	0	57

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	16	12	20	15	13	11	0	0	0	0	0	0	0	87
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	5	9	11	44	37	2	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	1	21	41	24	33	0	0	0	0	0	0	0	120

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	1	1	19	15	21	0	0	0	0	0	0	0	57

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?

Learning Gains for Lowest 25% for Math was lowest this year and it has remained relatively stagnant for the last 3 years at an average of 38%.Science was also very low at 37% proficient, up just 1 point from last year.

Which data component showed the greatest decline from prior year?

4th grade overall Learning Gains for Math dropped from 66% to 48%. 4th lowest 25% in Math dropped to 19%, and only 24% of 3rd grade retainees made Learning Gains in Math.

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

Science had the largest gap with the state at 18 points. This was followed by 3rd and 5th grade ELA at 17 and 14 points each. 3rd and 5th grade Math also lagged behind the state at 13 and 10 points each. Finally, Math Learning Gains lagged by 11 points.

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

Reading improved from 40% proficient to 49% proficient. ELA Learning Gains went from 41% to 57% and ELA Lowest 25% went from 43% to 57%. The improvement in Lowest 25% Reading has been a consistent trend the last 3 years, going from 31% to 43% to 57% - a 26-point increase in 3 years!

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

Our new Literacy Coach introduced a new type of PowerPoint lesson plan that really helped focus instruction for 2nd and 4th grades. Additionally, she did a lot of work with 4th grade students on higher order questioning and putting the students in control of learning within their small groups - she modeled this for all grade levels and iut helped to increase student autonomy at all levels.

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	49%	50%	56%	42%	48%	52%
ELA Learning Gains	57%	51%	55%	44%	49%	52%
ELA Lowest 25th Percentile	57%	45%	48%	31%	42%	46%
Math Achievement	55%	58%	62%	49%	54%	58%
Math Learning Gains	48%	56%	59%	51%	52%	58%
Math Lowest 25th Percentile	38%	44%	47%	36%	41%	46%
Science Achievement	37%	53%	55%	48%	46%	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	0 (16)	0 (12)	0 (20)	0 (15)	0 (13)	0 (11)	0 (87)
One or more suspensions	0 (0)	0 (0)	0 (1)	0 (0)	0 (0)	0 (0)	0 (1)
Course failure in ELA or Math	0 (5)	0 (9)	0 (11)	0 (44)	0 (37)	0 (2)	0 (108)
Level 1 on statewide assessment	0 (0)	0 (1)	0 (21)	0 (41)	0 (24)	0 (33)	0 (120)

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	40%	51%	-11%	57%	-17%
	2017	40%	53%	-13%	58%	-18%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	51%	48%	3%	56%	-5%
	2017	37%	51%	-14%	56%	-19%
Same Grade Comparison		14%				
Cohort Comparison		11%				
05	2018	41%	50%	-9%	55%	-14%
	2017	37%	44%	-7%	53%	-16%
Same Grade Comparison		4%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	56%	-7%	62%	-13%
	2017	64%	58%	6%	62%	2%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	55%	57%	-2%	62%	-7%
	2017	61%	60%	1%	64%	-3%
Same Grade Comparison		-6%				
Cohort Comparison		-9%				
05	2018	51%	56%	-5%	61%	-10%
	2017	36%	47%	-11%	57%	-21%
Same Grade Comparison		15%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	33%	51%	-18%	55%	-22%
	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	13	46	44	24	37	33	8				
ELL	40	58	58	53	45	39	29				
BLK	60	71		39	62						
HSP	42	57	59	56	44	38	34				
WHT	61	57		59	56	36	50				
FRL	44	56	57	52	46	39	34				
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	8	29	40	19	34	37	10				
ELL	27	36	48	52	51	42	17				
BLK	50			50							
HSP	34	42	52	56	53	43	31				
WHT	56	39		61	43	20	42				
FRL	38	44	51	55	50	38	33				

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	Improve Core Instruction in English Language Arts (ELA)
Rationale	Third grade ELA lags significantly behind the State, and typically fourth and fifth lag as well. SWD students also score at much lower proficiency levels.
Intended Outcome	By improving Core Instruction in ELA, the need for Interventions can be reduced and more focused on areas of need, while improving student achievement.
Point Person	Sue Bizerra (sue.bizerra@polk-fl.net)

Action Step	
Description	ELA Coaches will facilitate curriculum development focused on planning ELA whole group, small group and writing for grades 2-5. A model lesson plan will be presented for Unit 1 Week 1 and teachers will create plans for Week 2. Professional development for ELA will focus on student autonomy through teaming, along with alignment of student tasks and assessments to the learning targets. Writing across curriculum areas will continue to be developed through journaling. In addition, professional development and follow-up on a new process for formal writing will be provided.
Person Responsible	Nyame Dobson (nyame.dobson@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Unit 1, Week 2 Power Point lesson plans developed, including the 3 target areas. Successful implementation of plans. Classroom observation of effective, independent work in teams. Student tasks and writing samples will be reviewed for alignment to the standards.
Person Responsible	Nyame Dobson (nyame.dobson@polk-fl.net)

Activity #2	
Title	Improve Core Instruction in Math and Science
Rationale	Fifth grade Science lags significantly behind the State. Third grade Math proficiency declined by 15 points, and Fourth grade Math Learning Gains declined by 18 points. Learning Gains for Lowest 25% for Math was low this year and it has remained relatively stagnant for the last 3 years at an average of 38%
Intended Outcome	By improving Core Instruction in Math and Science, the need for Interventions can be reduced and more focused on areas of need, while increasing student achievement.
Point Person	Amy Santangelo (amy.santangelo@polk-fl.net)

Action Step	
Description	The full-time Math/Science Coach will work with teachers to establish Progress Monitoring expectations and tracking tools for Math at all grade levels. She will assist teachers with implementation of the new Science curriculum. She will help teachers continue to develop writing strategies in Math and Science through use of interactive notebooks. Teachers will incorporate 3 Act Tasks into Instruction
Person Responsible	Ashlee Lamb (ashlee.lamb@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Evidence of weekly or bi-weekly progress monitoring in Math with students tracking their progress on the tracking tool. Observation of effective Math and Science instruction at all grade levels. Students maintain well developed interactive notebooks/journals for Math and Science. Observation of 3 Act Tasks when introducing standards, Evidence in Planning.
Person Responsible	Ashlee Lamb (ashlee.lamb@polk-fl.net)

Activity #3	
Title	Effective implementation of Learning Sciences International (LSI) Standards-based Strategies
Rationale	Mastery of standards is facilitated when planning, instruction, student tasks, and assessments are all aligned to the standards at the appropriate level of rigor.
Intended Outcome	All lesson plans and instruction will be focused on alignment of learning targets, tasks and assessments with the standards and Depth of Knowledge (DOK) indicators.
Point Person	Sue Bizerra (sue.bizerra@polk-fl.net)
Action Step	
Description	An LSI Leadership Team will participate in ongoing professional development to guide implementation of LSI strategies at all grade levels. Teachers will participate in a book study of "The Essentials for Standards-Driven Classrooms." Professional development will focus on student autonomy through teaming, along with alignment of student tasks and assessments to the learning targets. Subsequently, specific success criteria will be used to monitor effectiveness of instruction. Teachers will be given extended planning time to work on fully aligned, standards-based lesson plans, and to evaluate student data to adjust instruction to student needs. Extension Activities in ELA and Math will be developed during planning for students who have mastered the standard.
Person Responsible	Kara Holt (kara.holt@polk-fl.net)
Plan to Monitor Effectiveness	
Description	The LSI Leadership Team will share learning from their professional development and guide book study groups. Lesson plans and instruction will be monitored weekly to ensure alignment of instruction, student tasks, and assessment to the standards at the appropriate DOK. Student mastery of standards will be monitored using the specific success criteria. Classroom observations will inform the leadership team of the need for further instructional alignment. Evidence of extension activities include Menu/Labels with Choice Activities, work samples of extension activities, observation of students using extension activities at appropriate times during classroom visits
Person Responsible	Sue Bizerra (sue.bizerra@polk-fl.net)

Activity #4	
Title	Provide Enhancements for Title 1 Students
Rationale	Title 1 students lack many opportunities to build background knowledge for learning.
Intended Outcome	Students will be provided additional opportunities for learning through the purchase of supplemental resources and experiences outside of the classroom.
Point Person	Sue Bizerra (sue.bizerra@polk-fl.net)
Action Step	
Description	Purchase of drums so that several teachers trained for the Drumbeats program can provide this social skills learning opportunity to students who would benefit. Provide dollars for transportation and limited entry fees for educational field trips. Purchase grade level subscriptions to student magazines such as Time for Kids to supplement Social Studies and Science learning resources. Purchase technology resources to enhance learning.
Person Responsible	Sue Bizerra (sue.bizerra@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Purchase orders filled for the purchases and observation of services provided and educational materials in use.
Person Responsible	Sue Bizerra (sue.bizerra@polk-fl.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.

To have increased parent involvement such as grade level open houses, ESOL Parent night, Migrant family night, and other events that parents will be encouraged to attend.
Teachers will increase communication with parents through face to face meetings, agenda, phone calls, Connect-Ed messages, and Class Dojo to discuss positive reports, academic and behavior concerns, progress monitoring data, and extended learning opportunities (tutoring, community resources, & online programs).
Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. A grief counselor is available for student who have suffered a recent loss of a family member. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:
• Champs
• PBIS
• Mindful Schools
• Mentoring Programs
• Action Based Learning
• DrumBeats

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

Pre-school students visit the kindergarten classrooms prior to the end of the school year to learn of expectations and procedures. The Pre-K liaison communicates with parents to ensure they are successful at school. Our Pre-K teachers also meet with our kindergarten teachers for vertical articulation sessions.

Our migrant advocate and liaison communicates with local families to enroll students in Pre-K and connect them with resources; she also assists incoming migrant students at all grade levels as they arrive. The ESOL Department assists in the completion of all paperwork for student transitions between one school to another.

When students transition to Middle School, they are all transported to the school for a welcome and preview. In addition, students are invited to come with their families for an evening welcome and preview, and transition meetings are held for all SWD students to facilitate their seamless transition to Middle School.

All 5th grade students visit the WE3 Expo where they can see varied career academies available in Polk County Middle and High Schools.

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.

Kingsford Elementary School utilizes STAR, STAR Early Literacy, and Istation several times per year for progress monitoring of reading and math.
All students receive an extended reading block (60 minutes) in addition to the 120 minute reading block. Opportunities for Tier 2 and Tier 3 Intervention is are serviced by the homeroom teacher and/or other resource teachers. Teachers and the SBLT review student data to problem solve which students need additional interventions. Data chats are conducted with teachers to determine the strengths and weaknesses of their students.

• Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
• Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

• Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
• Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
• Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

The Head Start program is designed to prepare students from low socioeconomic backgrounds for Kindergarten.

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

Kingsford participates in the Great American Teach-in each year to promote career awareness among our students and to invite businesses and community organizations to visit the school and interact with our students. Students in grades 4-5 are encouraged to contact professionals from a variety of arenas to seek information for varied projects.
We also participate in and send 5th grade students to the WE3 Expo to learn about varied career learning opportunities in our secondary schools.

Part V: Budget	
Total:	**$187,526.00**