# Kingsway Elementary School



## 2019-20 Schoolwide Improvement Plan

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# Kingsway Elementary School

## 23300 QUASAR BLVD, Port Charlotte, FL 33980

## http://yourcharlotteschools.net/kes

### Demographics

## Principal: Kristina Kelch

Start Date for this Principal: 7/17/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students<br>Hispanic Students*<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (52%)<br>2017-18: C (53%)<br>2016-17: B (59%)<br>2015-16: B (54%)<br>2014-15: B (55%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Southwest |
| **Regional Executive Director** | |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |

| ESSA Status | TS&I |
|---|---|
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. | |

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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**<br>(per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|:---:|:---:|:---:|
| Elementary School<br>PK-5 | Yes | 85% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white<br>on Survey 2) |
|:---:|:---:|:---:|
| K-12 General Education | No | 42% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|:---:|:---:|:---:|:---:|:---:|
| Grade | C | C | B | B |

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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. 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 safe, student-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 | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Johnston, Carole | Principal | |
| Currier, Sandi | Attendance/Social Work | |
| Marsh, Darlene | Other | ESE Liaison |
| Hotchkiss, Jessica | Instructional Coach | |
| Forbus, Natasha | Assistant Principal | |
| Turner, Sheila | School Counselor | |
| Kopp, Kimberly | Psychologist | |

### Early Warning Systems

**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 76 | 103 | 110 | 105 | 94 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 607 |
| Attendance below 90 percent | 9 | 12 | 14 | 10 | 12 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| One or more suspensions | 2 | 3 | 2 | 3 | 6 | 15 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 31 |
| Course failure in ELA or Math | 0 | 0 | 0 | 10 | 6 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 25 | 26 | 28 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 79 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-----------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 1 | 3 | 0 | 6 | 4 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |

**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 | 4 | 7 | 1 | 5 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 18 |
| Students retained two or more times | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |

**FTE units allocated to school (total number of teacher units)**

39

**Date this data was collected or last updated**

Wednesday 7/17/2019

## Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 2 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

## Prior Year - 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 | 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 with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 1 | 2 | 11 | 13 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 27 |

# Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 53% | 62% | 57% | 56% | 60% | 55% |
| ELA Learning Gains | 51% | 57% | 58% | 57% | 59% | 57% |
| ELA Lowest 25th Percentile | 50% | 50% | 53% | 43% | 49% | 52% |
| Math Achievement | 57% | 63% | 63% | 65% | 67% | 61% |
| Math Learning Gains | 62% | 54% | 62% | 74% | 62% | 61% |
| Math Lowest 25th Percentile | 48% | 42% | 51% | 66% | 48% | 51% |
| Science Achievement | 43% | 54% | 53% | 55% | 55% | 51% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | Total |
|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 76 (0) | 103 (0) | 110 (0) | 105 (0) | 94 (0) | 119 (0) | 607 (0) |
| Attendance below 90 percent | 9 (12) | 12 (13) | 14 (7) | 10 (7) | 12 (19) | 17 (13) | 74 (71) |
| One or more suspensions | 2 (0) | 3 (1) | 2 (2) | 3 (1) | 6 (1) | 15 (2) | 31 (7) |
| Course failure in ELA or Math | 0 (0) | 0 (0) | 0 (0) | 10 (2) | 6 (15) | 26 (22) | 42 (39) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 25 (18) | 26 (42) | 28 (36) | 79 (96) |

**Grade Level Data**

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

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

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 60% | 69% | -9% | 58% | 2% |
| | 2018 | 65% | 63% | 2% | 57% | 8% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 54% | 57% | -3% | 58% | -4% |
| | 2018 | 46% | 54% | -8% | 56% | -10% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | -11% | | | | |
| 05 | 2019 | 45% | 56% | -11% | 56% | -11% |
| | 2018 | 51% | 56% | -5% | 55% | -4% |
| Same Grade Comparison | | -6% | | | | |
| Cohort Comparison | | -1% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 56% | 70% | -14% | 62% | -6% |
| | 2018 | 65% | 69% | -4% | 62% | 3% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 62% | 60% | 2% | 64% | -2% |
| | 2018 | 57% | 61% | -4% | 62% | -5% |
| Same Grade Comparison | | 5% | | | | |
| Cohort Comparison | | -3% | | | | |
| 05 | 2019 | 58% | 56% | 2% | 60% | -2% |
| | 2018 | 67% | 62% | 5% | 61% | 6% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | 1% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 42% | 52% | -10% | 53% | -11% |
| | 2018 | 60% | 63% | -3% | 55% | 5% |
| Same Grade Comparison | | -18% | | | | |
| Cohort Comparison | | | | | | |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 23 | 36 | 44 | 28 | 47 | 42 | 16 | | | | |
| ELL | 20 | 27 | | 50 | 80 | | 9 | | | | |
| BLK | 49 | 59 | | 46 | 64 | | 23 | | | | |
| HSP | 43 | 47 | 46 | 47 | 59 | 53 | 24 | | | | |
| MUL | 58 | 62 | | 54 | 38 | | | | | | |
| WHT | 56 | 50 | 44 | 64 | 64 | 46 | 53 | | | | |
| FRL | 49 | 54 | 57 | 53 | 64 | 54 | 29 | | | | |
| 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 | | | | |

| 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 |
| 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 | | | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | 55 |
| Total Points Earned for the Federal Index | 419 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |
| Subgroup Data | |
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 34 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | 40 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |

| Native American Students | |
|---|---|
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 48 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 46 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 53 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|---|
| Federal Index - White Students | 54 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 51 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

**Analysis**

**Data Reflection**
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science - 43% Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time.

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

Science lost 19%. Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time.

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

Science at 43% had a 10% gap from the state average of 53%. Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time. The drop in science scores was evident across the district, which dropped 12%.

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

We improved 16 points in ELA lowest quartile gains. We departmentalized in fifth grade. We equalized student caseloads for ESE push in teachers. We implemented new programs such as: Top Score Writing, Orton-Gillingham Phonics, Newsela, and Reading Eggs with students.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Our biggest area of concern, that we can affect, is to take a closer look at those students who are showing course failure in ELA or Math throughout the school year.

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

1. Science achievement for all students
2. ELA achievement for ELL students and SWD
3. ELA learning gains for ELL students
4. Math achievement for all students

## Part III: Planning for Improvement

**Areas of Focus:**

| #1 | |
|---|---|
| **Title** | Science Achievement |
| **Rationale** | Science achievement dropped by 19 points |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | We plan to increase our Science achievement by 19 points. |
| **Person responsible for monitoring outcome** | Carole Johnston (carole.johnston@yourcharlotteschools.net) |
| **Evidence-based Strategy** | Spiraling curriculum of science in grades K-5.<br>Scholastic Science Spin Magazine subscriptions for grades 1 & 2<br>Newsela online subscription for high-interest non-fiction articles that complement our Science curriculum.<br>Daily Moment of Science on morning announcements<br>Weekly Science Challenge<br>Science notebooks for all students grades 2-5<br>Science vocabulary word walls in all classrooms and common areas<br>Science Coach workbooks for all 5th grade students<br>Daily Science review in 5th grade classrooms<br>Teachers will plan science lessons that match the test item specs for the 5th grade FSSA. |
| **Rationale for Evidence-based Strategy** | Students are given multiple opportunities to interact with science standards throughout all grade levels.<br>Other schools throughout the district have shown success in science through the use of the Science Coach workbooks and the Daily Science Moments.<br>Science Spin Magazine provides non-fiction articles that address NGSS as well as a hands on STEM activity. |

| Action Step | |
|---|---|
| **Description** | 1. The STEM teacher will post the weekly Science Challenge outside her classroom and send out to teachers each Monday. She will recognize correct answers weekly.<br>2. Each classroom teacher will include grade level specific Science vocabulary on their word walls.<br>3. Grade 5 Science teachers will use Science Coach workbooks to supplement science curriculum.<br>4. Spiral review will be conducted through the Daily Moment of Science and documented in the science notebooks.<br>5. Small group instruction provided by ESE Support Facilitators.<br>6. ELL para professional will provide support to ELL students; specifically in Science vocabulary.<br>7. Teachers in grades 1 and 2 will provide direct Science instruction using high interest articles and activities from Science Spin Magazine.<br>8. Teachers in grades 3-5 will use Newsela to provide high interest non-fiction Science articles for their students at appropriate lexile levels. |
| **Person Responsible** | Carole Johnston (carole.johnston@yourcharlotteschools.net) |

| #2 | |
|---|---|
| **Title** | ELA Achievement for ELL students and SWD |
| **Rationale** | Both sub-groups were cited for falling below 41% in achievement. |

| | |
|---|---|
| **State the measurable outcome the school plans to achieve** | The overall goal in ELA achievement is to increase by 7% to 60%. The goal for ELL students and SWD is to raise achievement to 41% or higher. |
| **Person responsible for monitoring outcome** | Carole Johnston (carole.johnston@yourcharlotteschools.net) |
| **Evidence-based Strategy** | Daily scheduled classroom support from a ELL para-professional for ELL students. English in a Flash for all Tier A ELL students. Reading Eggs available for all SWD and ELL students. Push-in support provided for SWD by ESE Support Facilitators ESE Support Facilitators will pull small groups for interventions during III instruction to concentrate on specific skill gaps. |
| **Rationale for Evidence-based Strategy** | Reading Eggs were used with a small group of struggling readers during the 2018-19 school year. Those students showed considerable gains in their ELA achievement. Students will be encouraged to use the program for at least 45 minutes each week for optimal growth. Renaissance Learning provides research supporting the use of English in a Flash with ELL students. Small group instruction, such as what is provided by the ELL para-professional and ESE Support Facilitators, has a proven track record of improving student outcomes. |

| Action Step | |
|---|---|
| **Description** | 1. Students using Reading Eggs are tested to determine their instructional level. Students spend up to 30 minutes each day working at their instructional level within the program. The program is adaptive to student needs. The program is correlated to state standards. 2. Students spend 15-20 minutes each day in English in a Flash. Students gain English language fluency through accelerated English language learning. 3. ESE Support Facilitators spend 45 minutes each day working in small groups with SWD. |
| **Person Responsible** | Natasha Forbus (natasha.forbus@yourcharlotteschools.net) |

| #3 | |
| --- | --- |
| Title | Math Achievement |
| Rationale | KES students showed a 7% drop in math achievement, only showed a 3% increase in learning gains overall and a 1% increase in lowest quartile math gains. |
| State the measurable outcome the school plans to achieve | Math achievement will rise by 7 points to 64% and lowest quartile will increase by 12 points to 60%. |
| Person responsible for monitoring outcome | Carole Johnston (carole.johnston@yourcharlotteschools.net) |
| Evidence-based Strategy | Use of Ready Classroom Math curriculum. Teachers will receive specific Ready Math PD in best practices<br>Small group instruction in math<br>Support of math instruction by the ELL para-professional and ESE Support Facilitators<br>Reflex Math - Fact Fluency Practice<br>iknowit - Math Lessons aligned with State Standards<br>Support Coach workbooks to provide additional practice for struggling learners in math |
| Rationale for Evidence-based Strategy | Small group instruction has a proven track record of increasing student achievement.<br>Reflex Math supports math fact fluency<br>iknowit provides students with additional practice of grade level specific math curriculum.<br>Support Coach provides students with additional practice on specific math standards |

| Action Step | |
| --- | --- |
| Description | 1. Use of LESRA lessons and math discourse utilizing the Ready Classroom Curriculum.<br>2. Use of Support Coach Math workbooks during iii time.<br>3. Daily use of the Reflex Math to increase math fact fluency.<br>4. Small group instruction provided by ESE Support Facilitators.<br>5. ELL para professional will provide support to ELL students during math instruction. |
| Person Responsible | Carole Johnston (carole.johnston@yourcharlotteschools.net) |

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Kingsway Elementary will track student attendance, words read (through AR), and behavior through Live School and FOCUS.

## 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 Schoolwide Improvement Plan 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: Family Book Fairs, 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 monthly family spirit nights at their establishments and give back a portion of the proceeds to our school. These spirit nights encourage families to gather together and build family-school connections. Businesses in turn 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.

Parents 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.**

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 MTSS forms, as well as ESE/IEP paperwork.
Our School Social Worker spends three days each week in our building. While on campus, she meets with students to address their most pressing needs. She is able to refer parents to available services within our community.
Our Professional School Counselor holds small group counseling on an as needed basis.

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

Each spring we host a Head Start Promotion ceremony for the Head Start program that is housed in our school. Many of these students will attend kindergarten the following year at Kingsway.

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. Students from our Communication Disorder unit visit the middle school they will attend the coming year during a special school tour coordinated by our ESE Liaison and Behavior Specialist.

**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. Academic interventions and enrichment activities are planned based on the data that is collected through diagnostic assessments. The 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.

**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. They also sponsor the Be A Hero program for fourth grade students. This program helps students be aware of disaster preparedness. 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

**The approved budget does not reflect any amendments submitted for this project.**

| 1 | III.A. | Areas of Focus: Science Achievement | $0.00 |
|---|--------|-------------------------------------|-------|
| 2 | III.A. | Areas of Focus: ELA Achievement for ELL students and SWD | $0.00 |
| 3 | III.A. | Areas of Focus: Math Achievement | $0.00 |
| | | Total: | $0.00 |