Kingsfield Elementary School

2020-21 Schoolwide Improvement Plan

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Kingsfield Elementary School

900 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

Demographics

Principal: Quinn Evans   Start Date for this Principal: 8/5/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 Escambia 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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Kingsfield Elementary School

900 W KINGSFIELD RD, Cantonment, FL 32533

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

School Grades History

Year	2019-20	2018-19
Grade	B	B

School Board Approval

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SIP Authority

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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.

Kingsfield Elementary is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their full potential through personalized learning. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Provide the school's vision statement.

Reaching the hearts and minds of every student every day.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Cunningham, Sabrena	Principal	Principal/Assistant Principal - Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. Work to ensure the safety of all faculty, staff and students while working to include all stakeholders in the decision making process.
Cowart, Maureen	Assistant Principal	Principal/Assistant Principal - Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. Work to ensure the safety of all faculty, staff and students while working to include all stakeholders in the decision making process.
Windham, Chelsea	School Counselor	School Counselor: Provide a common vision for the use of data-based decision making to ensure the implementation of MTSS/RtI components. School Counselor and School Psychologist will conduct assessment of RtI skills of the school staff, and communicate with parents regarding school-based RtI plans and activities.
Reynolds, Katherine	Teacher, ESE	ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher. Communicate the needs of students to the administrative staff to create an atmosphere of support and well-being. The ESE teacher will also help implement identified BPIE targeted areas.
Shelnut, Stacey	Teacher, ESE	ESE Teacher: Participates in the Tier process to provide support and offer strategies to the general education teacher. Communicate the needs of students to the administrative staff to create an atmosphere of support and well-being. The ESE teacher will also help implement identified BPIE targeted areas.
Minchew, Erica	Teacher, K-12	General Education Teacher: Provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.
Weber, Rachel	Teacher, K-12	General Education Teacher: Provide information about the core instruction, participate in student data collection, deliver Tier I instruction/intervention, collaborate with other staff to implement Tier II interventions, and integrate Tier I materials/instruction with Tier II/III activities.

Demographic Information

Principal start date

Wednesday 8/5/2020, Quinn Evans

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

6

Total number of teacher positions allocated to the school

50

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide

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]().	

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	98	142	123	107	107	116	0	0	0	0	0	0	0	693
Attendance below 90 percent	8	17	21	15	10	15	0	0	0	0	0	0	0	86
One or more suspensions	0	2	1	1	5	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	3	3	3	0	0	0	0	0	0	0	0	0	9
Course failure in Math	0	2	2	2	2	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	6	0	0	0	0	0	0	0	8

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	1	1	2	3	0	0	0	0	0	0	0	0	7

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	9	14	0	0	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	0	1	1	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Thursday 8/6/2020

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	
Number of students enrolled	150	134	104	112	119	133	0	0	0	0	0	0	0	752
Attendance below 90 percent	12	22	18	15	13	8	0	0	0	0	0	0	0	88
One or more suspensions	0	2	1	3	0	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	3	7	5	2	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	4	8	19	0	0	0	0	0	0	0	31

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	3	4	7	1	3	0	0	0	0	0	0	0	18

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	5	2	5	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

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	
Number of students enrolled	150	134	104	112	119	133	0	0	0	0	0	0	0	752
Attendance below 90 percent	12	22	18	15	13	8	0	0	0	0	0	0	0	88
One or more suspensions	0	2	1	3	0	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	3	7	5	2	0	0	0	0	0	0	0	0	17
Level 1 on statewide assessment	0	0	0	4	8	19	0	0	0	0	0	0	0	31

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	3	4	7	1	3	0	0	0	0	0	0	0	18

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	5	2	5	0	0	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	2	1	0	0	0	0	0	0	0	0	3

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	62%	53%	57%	0%	50%	55%
ELA Learning Gains	49%	55%	58%	0%	51%	57%
ELA Lowest 25th Percentile	50%	52%	53%	0%	43%	52%
Math Achievement	67%	57%	63%	0%	53%	61%
Math Learning Gains	66%	60%	62%	0%	53%	61%
Math Lowest 25th Percentile	57%	52%	51%	0%	45%	51%
Science Achievement	63%	54%	53%	0%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	73%	56%	17%	58%	15%
	2018					
Cohort Comparison						
04	2019	64%	52%	12%	58%	6%
	2018					
Cohort Comparison		64%				
05	2019	54%	51%	3%	56%	-2%
	2018					
Cohort Comparison		54%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	75%	55%	20%	62%	13%
	2018					
Cohort Comparison						
04	2019	71%	58%	13%	64%	7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018					
Cohort Comparison		71%				
05	2019	58%	55%	3%	60%	-2%
	2018					
Cohort Comparison		58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	55%	11%	53%	13%
	2018					
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	20	44	52	36	48	48	26				
BLK	42	63	53	47	68	67	54				
HSP	65	40		61	67						
MUL	60	50		65	64		64				
WHT	65	47	52	71	65	52	66				
FRL	51	49	50	54	64	53	61				
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
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

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	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	414
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

The subgroup of Students with Disabilities showed the lowest performance (20%) in ELA achievement on the 2019 FSA ELA assessment. As a new school that opened in August of 2018, there is no historical data prior to the 2018-2019 school year. This group was identified early in the 2018-2019 school year by the MTSS team as a subgroup that would be monitored.

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

As a new school that opened in August in 2018, there is no historical data prior to 2018-2019.

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.

The largest gap was in 5th grade including both ELA and Math. As a new school opening in August 2018, there is no historical data prior to 2018-2019.

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

As a new school opening in August 2018, there is no historical data prior to 2018-2019 that would allow us to identify new actions that were taken to show improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. Students with attendance below 90% last school year
2. Students scoring Level 1 on Statewide assessment in 2018-2019

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

1. School has key person who coordinates and monitors implementation of inclusive education.
2. Students will have ongoing progress monitoring to measure growth and proficiency.
3. General education and ESE teacher will collaborate and plan on a regular basis.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	In analyzing the 2019 FSA/FSAA data, 20% of the students in the subgroup of students with disabilities demonstrated proficiency when assessed in English Language Arts standards.
Measurable Outcome:	The ESSA subgroup of students with disabilities will increase ELA proficiency from 20% to 25% when comparing 2019 FSA/FSAA ELA proficiency scores to 2021 FSA/FSAA ELA proficiency scores.
Person responsible for monitoring outcome:	Sabrena Cunningham (scunningham@ecsdfl.us)
Evidence-based Strategy:	Teach students to decode words, analyze word parts, and write and recognize words.
Rationale for Evidence-based Strategy:	Eighteen studies that examined the effects of teaching students to decode words, analyze word parts, and write words meet WWC group design standards and include a relevant outcome. In total, 13 studies had positive effects on word reading and/or encoding outcomes: 11 of these studies had positive impacts on word reading outcomes, and four of these studies had positive impacts on encoding outcomes. No study that meets WWC group design standards examined morphology outcomes. The 13 studies that found positive effects contributed to the strong level of evidence. Six of these studies examined interventions that aligned with five or six of the six components of Recommendation 3, and an additional three studies were relevant to three or four of the components. Seven of the studies meet WWC group design standards without reservations. The studies included diverse student samples K-3rd; eight studies examined students at risk for reading difficulties.

Action Steps to Implement

1. Have ELA TSA train new teachers in Tyner.
2. Train all 3rd - 5th grade teachers in ELA instructional reading practices focusing on small group instruction including decoding words and analyzing word parts.
3. Follow up with classroom walkthroughs
4. Meet with teachers following STAR AP2 to review data for progress monitoring with a focus on ESSA subgroup SWD.
5. Continue process throughout year.

Person Responsible	Maureen Cowart (mcowart@ecsdfl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school counselor will monitor attendance for all students and will work with teachers and families. Families of students with attendance concerns from the 2019-2020 school year, will be contacted at the beginning the 2020-2021 school year. The school counselor coordinates attendance meetings for all students with attendance concerns.

Students scoring Level 1 on FSA were buddied up with an adult in the 2019-2020 school year for encouragement and motivation. We will continue this program in 2020-2021 school year. Teachers also work with students in small groups and individually to provide tutoring and encouragement to remediate skills.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Kingsfield Elementary is a Capturing Kids Hearts School and a team was trained in PBIS this summer. Kingsfield works hard to ensure that all faculty staff and students are part of everything that takes place and that community is the center of all that we do. Administration, teachers and staff focus on building relationships with both students and families. Family involvement activities and volunteer opportunities are important. We work to ensure that all stakeholders feel valued and welcome while on campus. While safety is of the utmost importance, we work to make everyone's experience on campus a positive one. We are proud to have an active and support School Advisory Council and PTA as well as many community volunteers and mentors.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
		Total:	$0.00