

Charlotte County Public Schools

Kingsway Elementary School



2020-21 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: 8/24/2020

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	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (53%) 2016-17: B (59%) 2015-16: B (54%)
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 was approved by the Charlotte County School Board on 10/13/2020.

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 (per MSID File)	2019-20 Title I School	2019-20 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	41%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	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.

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!

Kingsway's Goal Statement: Kingsway Elementary will utilize data, professional development, rigorous instructional plans, positive behavior supports, and social emotional character building in order to establish a safe learning environment where students excel academically and are prepared for the future.

Always be Proud to L.E.A.D-
L-Lead by Example
E-Earn Respect and Respect Others
A-Act Responsibly
D-Do Your Best!

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
Kelch, Kristina	Principal	<p>Ensures staff and students have a safe learning environment that fosters student success.</p> <p>Develops plans that address the needs of all students.</p> <p>Empowers a positive school culture and community that promotes continuous growth.</p> <p>Provides professional leadership daily.</p> <p>Collaborates and communicates with all stakeholders effectively.</p> <p>Develops schedules that maximize instructional time.</p> <p>Frequently monitors and analyzes data.</p> <p>Observes and evaluates teachers instructional practices.</p> <p>Leads and participates in meetings/professional development.</p> <p>Promote collaborative shared decision making. Oversee the implementation of School Improvement Plan.</p>
Currier, Sandi	Attendance/ Social Work	<p>(Mental Health Member)</p> <p>Monitors school attendance.</p> <p>Offers family support.</p> <p>Communicates and collaborates with all stakeholders.</p> <p>Organizes shoes and food donations.</p> <p>Partakes in student and homeless services.</p> <p>Supports teachers in meeting students needs.</p> <p>Offers social and emotional support to students.</p>
Marsh, Darlene	Other	<p>ESE Liaison</p> <p>Facilitates ESE meetings. Ensures IEP plans are written appropriately.</p> <p>Schedules meetings in a timely manner.</p> <p>Communicates and collaborates with families.</p> <p>Supports teachers by providing strategies and interventions for students.</p> <p>Leads PD for ESE and inclusion teachers.</p> <p>Attends and participates in school based meetings/PD.</p> <p>Meets with teachers and provides guidance with ESE students needs.</p>
Turner, Sheila	School Counselor	<p>Supports teachers with social and emotional curriculum. (Mental Health Member)</p> <p>Facilitates and oversees all child talk and 504 meetings. Provides instructional strategies that teachers can implement with their students.</p> <p>Offers assistance to our ELL students.</p> <p>Provides counseling to individual students based on their needs.</p> <p>Creates partnership with all stakeholders.</p> <p>Communicates and collaborates with families.</p>
Simons, Aubrey	Psychologist	<p>(Mental Health Member)</p> <p>Evaluates students based on individual needs.</p> <p>Communicates and collaborates with families.</p> <p>Attends 504 and TST meetings. ESE staffing member.</p> <p>Participates in school based meetings/PD.</p> <p>Offers assistance to teachers with instructional strategies.</p> <p>Provides counseling to individual students based on their needs.</p>

Name	Title	Job Duties and Responsibilities
Joiner, Kalee	Instructional Coach	<p>Models and instructs lessons in teacher's classrooms. Offers assistance in teacher's instructional needs to promote growth and learning. Provides Professional Development that aligns to district and school initiatives.</p> <p>Analyzes and monitors school wide data.</p> <p>Leads meetings in a professional manner. Case manager for MTSS. Assists with implementation of best practices. Offers support and coaching daily.</p> <p>Organizes instructional rounds.</p> <p>Partakes in school based meetings/pd.</p>
Hazeltine, Melody	Assistant Principal	<p>Assist principal by: ensuring staff and students have a safe learning environment that fosters student success.</p> <p>Develops plans that address the needs of all students.</p> <p>Leads the PEFP, PBIS and Action teams. Monitors Collaborative Planning and offers guidance.</p> <p>Supports teachers with disciplinary concerns. Responsible for all disciplinary incidents.</p> <p>Empowers a positive school culture and community that promotes continuous growth.</p> <p>Provides professional leadership daily.</p> <p>Collaborates and communicates with all stakeholders effectively.</p> <p>Develops schedules that maximize instructional time.</p> <p>Frequently monitors and analyzes data. Organizes state testing.</p> <p>Observes and evaluates teachers instructional practices.</p> <p>Leads and participates in meetings/professional development.</p> <p>Partakes in the MTSS process (Case Manager)</p>
Grossano, Lynne	Teacher, K-12	<p>Creates lessons that adhere to state standards. Incorporates effective instructional strategies.</p> <p>Provides differentiated instruction to all students.</p> <p>Keeps accurate record keeping.</p> <p>Communicates with families.</p> <p>Creates a positive, safe and inviting classroom environment.</p> <p>Partakes in meetings/PD.</p> <p>Collaborates with team members.</p> <p>Makes instructional decisions based on data.</p> <p>Promotes student success daily!</p> <p>Supports district and school initiatives and goals.</p>
Green, Jeff	Teacher, K-12	<p>Creates lessons that adhere to state standards. Incorporates effective instructional strategies.</p> <p>Provides differentiated instruction to all students.</p> <p>Keeps accurate record keeping.</p> <p>Communicates with families.</p> <p>Creates a positive, safe and inviting classroom environment.</p> <p>Partakes in meetings/PD.</p> <p>Collaborates with team members.</p>

Name	Title	Job Duties and Responsibilities
		<p>Makes instructional decisions based on data.</p> <p>Promotes student success daily!</p> <p>Supports district and school initiatives and goals.</p>
Garn, Carey	Teacher, K-12	<p>Creates lessons that adhere to state standards. Incorporates effective instructional strategies.</p> <p>Provides differentiated instruction to all students.</p> <p>Keeps accurate record keeping.</p> <p>Communicates with families.</p> <p>Creates a positive, safe and inviting classroom environment.</p> <p>Partakes in meetings/PD.</p> <p>Collaborates with team members.</p> <p>Makes instructional decisions based on data.</p> <p>Promotes student success daily!</p> <p>Supports district and school initiatives and goals.</p>
McCarthy, Hunter	Teacher, K-12	<p>Creates lessons that adhere to state standards. Incorporates effective instructional strategies.</p> <p>Keeps accurate record keeping.</p> <p>Communicates with families.</p> <p>Creates a positive, safe and inviting classroom environment.</p> <p>Partakes in meetings/PD.</p> <p>Collaborates with team members.</p> <p>Promotes student success daily!</p> <p>Supports district and school initiatives and goals.</p> <p>Incorporate academic standards into daily instruction.</p>
Pressley, Dawn	Other	<p>Behavior Specialist-</p> <p>Provides behavioral support to teachers. Creates plan that align with students needs (BIP)</p> <p>Partakes in school based meetings/pd.</p> <p>Supports and coaches teachers in our CD unit.</p> <p>Assists in behavioral crisis situations.</p> <p>Leader of CPI.</p>
Jurowicz, Kristen	Teacher, ESE	<p>Creates lessons that adhere to state standards. Incorporates effective instructional strategies.</p> <p>Provides differentiated instruction to all students.</p> <p>Keeps accurate record keeping.</p> <p>Communicates with families.</p> <p>Creates a positive, safe and inviting classroom environment.</p> <p>Partakes in meetings/PD.</p> <p>Collaborates with team members.</p> <p>Makes instructional decisions based on data.</p> <p>Promotes student success daily!</p> <p>Supports district and school initiatives and goals.</p>

Demographic Information**Principal start date**

Monday 8/24/2020, Kristina Kelch

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.*

3

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

38

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	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (53%) 2016-17: B (59%) 2015-16: B (54%)
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 .	

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	77	77	66	68	83	73	0	0	0	0	0	0	0	444
Attendance below 90 percent	0	11	2	7	8	8	0	0	0	0	0	0	0	36
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	0	1	4	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	14	0	0	0	0	0	0	0	16

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	0	0	1	2	0	0	0	0	0	0	0	4

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/2/2020

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	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

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	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

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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				
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%	0
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%	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	48
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	46
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	53
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	54
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	51
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.

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?

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 all students (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. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science Achievement. Our scores went down 19% last year. (62%-43%) Kingsway science achievement is 11% lower than our district score. (53%-43%)
Measurable Outcome:	We plan to increase our Science achievement by 19%.
Person responsible for monitoring outcome:	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)
Evidence-based Strategy:	We created a school wide science plan for all grade levels to implement. We will continuously analyze science data to ensure progress is being made. Increase rigor and science alignment per grade level. Core Curriculum- Elevate Science Additional resources- Freckle, Florida Coach, USA Test Prep, STEM, science journals, collaborative planning. All teachers will be teaching all subjects areas. Improving instructional techniques with the use of Marzano strategies/elements.
Rationale for Evidence-based Strategy:	Our districts goal is to increase science achievement. Students are given multiple opportunities to interact with science standards throughout all grade levels. Other schools throughout the district have shown success in science through the use of the Science Coach workbooks and the Daily Science Moments.

Action Steps to Implement

1. STEM teacher will post the weekly Science Challenge. STEM will spiral 3rd/4th concepts into 5th STEM lessons.
2. Classroom teacher will post inquiry based vocabulary. Utilize Thinking maps.
3. 5th grade teachers will use Science Coach workbooks. Science boot camp will be completed prior to FSA.
4. Spiral review will be conducted through the Daily Moment of Science and documented in the science notebooks.
5. Classroom teachers/STEM will utilize curriculum guides/test specs/CC/Freckle to create lessons that adhere to the complexity of the standard. Science experiments will occur weekly.
6. Administer textbook/district assessments. Data will be tracked, discussed and analyzed during data days and collaborative planning. (Monthly for 5th)
7. Walkthroughs will occur during science instruction.
8. Lesson plans will be checked bi-weekly.
9. At least one team member will partake in an Action Team.
10. All grades/STEM will meet with our district's C&I for Science.

Person Responsible Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	<p>ELA achievement: SWD and ELL subgroups fell below 41% in achievement. (SWD- 32%-23%, ELL- 33%-20%)</p> <p>ELA Learning Gain: SWD and ELL subgroups fell below 41% in learning gains. (SWD- 37%-36%, ELL- 42%-27%)</p>
Measurable Outcome:	The goal for ELL students and SWD is to raise achievement and learning gains to 41% or higher.
Person responsible for monitoring outcome:	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)
Evidence-based Strategy:	<p>Monthly collaborative planning sessions with ESE teacher and inclusion teacher. (case load equally divided)</p> <p>Students in the bottom quartile will be instructed using SIPPS.(SWD and ELL included)</p> <p>Students will use Coach books during small group/WIN time. WIN time is outlined on the master schedule for each grade level.</p> <p>Daily push-in support provided for SWD by ESE Support Facilitators to concentrate on specific skill gaps. ESE will instruct in small groups and focus on intervention strategies.</p> <p>Provide IEP accommodations daily</p> <p>Star 360</p> <p>Professional Development on Comprehensive Literacy Framework/Guided Reading/Critical Concepts</p> <p>Professional Development on Inclusion- Florida Inclusion Network and ESE Liaison.</p> <p>Brain Pop- ELL</p> <p>Reading Eggs-word reading and comprehension</p> <p>Freckle</p> <p>Core curriculum- LAFS, Reading Street, Explicit Phonics K-2, Top Score 2nd-5th (writing)</p> <p>Additional Tier 2/3 resources- Scholastic room, Guided Reading, Wordly Wise- Vocabulary, AR and MyOn.</p> <p>Tier 2/3 programs are research based and supports the use of differentiated instruction to meet students needs.</p> <p>Small group instruction and WIN scaffolds and differentiates instruction for all levels. During this time teachers are able to remediate and extend instruction with Tier 2/3 resources.</p>
Rationale for Evidence-based Strategy:	<p>Gen Ed and ESE teachers will work collaboratively to plan and lead small groups. Strategic small group instruction has been proven to increase student's reading achievement.</p> <p>Research states inclusion is the least restricted environment for SWD. Teachers will be given time to communicate and collaborate together to ensure their student's independent learning goals and accommodations are provided daily.</p> <p>PD and collaborative planning provides teachers the opportunity for continuous growth. Implementing research based strategies will allow teachers to provide quality instruction that will increase student achievement. Analyzing data hones in on students needs and give teachers a clear understanding of what is needed for success.</p>

Action Steps to Implement

1. ESE teacher spends 45 minutes a day working with SWD in a small group and provides IEP accommodations. ESE and Inclusion will meet monthly with ESE Liaison.
2. Utilize Tier 2/3 resources during small group/WIN daily. Students in our bottom quartile will be get

pulled out to WIN room- SIPPS. (Para support)

3. During IEP/ELL meetings instructional strategies will be developed and implemented.
4. Teachers will meet with parents monthly to inform them of their child's progress.
5. Students will complete lessons on Reading Eggs and Freckle daily. In addition, ELL students will use BrainPop. (20 minutes)
6. MyOn and AR will be utilized weekly.
7. Data will be tracked and shared with leadership team monthly.
8. Continual PD will be provided for inclusion/ESE and will be incorporated in classroom instruction with fidelity.
9. Lesson plan checks will occur bi-weekly. (small group/WIN included)
10. Teachers will meet monthly for collaborative planning and discuss data and create plans. Students will track data in their data notebook.
11. Provide time for teachers to conduct instructional rounds. ESE Liaison offers support and offers additional strategies.
12. Conduct weekly walkthroughs to view instructional techniques.

Person Responsible Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus	Math Achievement: Students fell 7% in math achievement (64%-57%). Students showed a 3% increase in learning gains overall and a 1% increase in lowest quartile math gains (L25). Kingsway math achievement is 6% lower than our district score. (63%-57%)
Description and Rationale:	
Measurable Outcome:	Math achievement will increase from 57% to 64% and lowest quartile will increase from 48% to 60%.
Person responsible for monitoring outcome:	Kalee Joiner (kalee.joiner@yourcharlotteschools.net)
Evidence-based Strategy:	<p>Weekly collaborative planning sessions. (Format is in place) Determine grade level common assessments and how they will be tracked. (Cycles of Effective Instruction)</p> <p>Students in the bottom quartile will be provided Do the Math instruction.</p> <p>Students will use Coach books during WIN time (L25 focus). WIN time is outlined on the master schedule for each grade level. (para) Remediation and enrichment will be provided. (Coach assessments)</p> <p>Students will use Freckle daily to increase math fluency.</p> <p>Daily push-in support provided for SWD by ESE Support Facilitators to concentrate on specific skill gaps.</p> <p>Small group instruction daily.</p> <p>EDIS interventions will be used.</p> <p>Star 360-5x a year.</p> <p>Professional Development over Comprehensive Math Framework, Ready Math and Critical Concepts.</p> <p>Marzano strategies</p> <p>Freckle- Fluency</p> <p>Math strategies</p>
Rationale for Evidence-based Strategy:	<p>Tier 1-Math Ready Classroom/Math Toolbox</p> <p>Renaissance Learning is a research based program that supports the use of differentiated instruction to meet students needs.</p> <p>Small group instruction and WIN scaffolds and differentiates instruction for all levels. During this time teachers are able to remediate and extend instruction with Tier 2/3 resources.</p> <p>Gen Ed and ESE teachers will work collaboratively to plan and lead small groups. Strategic small group instruction has been proven to increase student's reading achievement.</p> <p>Research states inclusion is the least restricted environment for SWD. Teachers will be given time to communicate and collaborate together to ensure their student's independent learning goals and accommodations are provided daily.</p> <p>PD and collaborative planning provides teachers the opportunity for continuous growth. Implementing research based strategies will allow teachers to provide quality instruction that will increase student achievement. Analyzing data hones in on students needs and give teachers a clear understanding of what is needed for success.</p>

Action Steps to Implement

1. Use of LESRA, math discourse and math strategy daily (Cubes/Cute). Best practices displayed in classroom.
2. Teachers will post learning goal per standard. Lessons will match the DOK complexity of the standard. Utilize curriculum guides/CC/TM. Core curriculum and Freckle will be used daily.

3. Implement PD plan for Math Framework/Ready Math with fidelity.
4. ESE Support Facilitators spend 30 minutes each day working in small groups with SWD.
5. Utilize Tier 2/3 resources during small group/ WIN time daily. (Para support)
6. Lesson plan check will occur bi-weekly.
7. Teachers will meet weekly for collaborative planning and discuss data and create plans. (End of lesson/ Clearsight/district) Data days will be scheduled. Data will be tracked in and out of the classroom. (Notebooks, data walls) Bi-Monthly meetings with teachers to review student progress. Teachers will use Math Coach practice tests.
8. Staff members will partake in an Action Team.
9. Provide time for teachers to conduct instructional rounds/lead leads lessons.
10. Conduct weekly walkthroughs to view instructional techniques.
11. Teachers will input and monitor MTSS interventions and track progress. (TST and Child talk meetings)
12. CORE will meet with L25 students monthly.

Person Responsible Kalee Joiner (kalee.joiner@yourcharlotteschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>ELA achievement: Our scores were at 55% and fell to 53%. Kingsway is 11% below the district average.</p> <p>ELA Learning Gains- Our scores increased by 4% last year. Kingsway is 6% below the district average.</p>
Measurable Outcome:	The overall goal in ELA achievement is to increase from 53% to 60%. Our lowest quartile will increase by 10%- 50-60%.
Person responsible for monitoring outcome:	Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)
Evidence-based Strategy:	<p>Weekly collaborative planning sessions. (Format is in place) Determine grade level common assessments and how they will be tracked. (Cycles of Effective Instruction)</p> <p>Students in the bottom quartile will be instructed using SIPPS. (1st-5th)</p> <p>Students will use Coach books during small group/WIN time (L25 focus) WIN time is outlined on the master schedule for each grade level. Remediation and enrichment will be provided. (Coach Assessments) Coach books- 3rd-5th.</p> <p>EDIS interventions will be used.</p> <p>Star 360-5x a year</p> <p>Professional Development on Comprehensive Literacy Framework, Guided Reading and Critical Concepts.</p> <p>Freckle</p> <p>Reading Eggs</p> <p>Marzano strategies</p> <p>Reading strategies</p> <p>Core curriculum- LAFS, Reading Street, Explicit Phonics K-2, Top Score 2nd-5th (writing)</p> <p>Additional Tier 2/3 resources (all students)- Scholastic room, Guided Reading, Wordly Wise- Vocabulary, AR and MyOn.</p> <p>Tier 2/3 programs are research based and supports the use of differentiated instruction to meet students needs.</p>
Rationale for Evidence-based Strategy:	<p>Small group instruction and WIN scaffolds and differentiates instruction for all levels. During this time teachers are able to remediate and extend instruction with Tier 2/3 resources.</p> <p>PD and collaborative planning provides teachers the opportunity for continuous growth.</p> <p>Implementing research based strategies will allow teachers to provide quality instruction that will increase student achievement. Analyzing data hones in on students needs and give teachers a clear understanding of what is needed for success.</p>

Action Steps to Implement

1. Classroom teachers will utilize curriculum guides/CC to create lessons that adhere to the complexity of the standard. CORE curriculum and Freckle will be used daily.
2. Utilize Tier 2/3 resources during small group/WIN daily (Coach). Students in bottom quartile will be get pulled out to WIN room- SIPPS. SWD and ELL will use Reading Eggs daily. (Para support)
3. Implement CLF and GR with fidelity daily.
4. Lesson plan check will occur bi-weekly. (small group/WIN included)
5. Teachers will meet weekly for collaborative planning and discuss data and create plans. (End of lesson/ Clearsight/district) Data days will be scheduled. Data will be tracked in and out of the classroom. (Notebooks, data walls) Bi-Monthly meetings with teachers to review student progress. Teachers will use

Coach practice tests to track progress. Before FSA coach practice will be administered.

6. IL and team member will be on our Lit Action Team.

7. Provide time for teachers to conduct instructional rounds. Lead models lessons and offers support.

8. Conduct weekly walkthroughs to view instructional techniques.

9. Reading strategies will be used daily with students (Unraavel)

10. Teachers will input and monitor MTSS interventions and track progress. (TST and Child talk meetings)

12. CORE will meet with L25 students monthly.

Person Responsible Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities

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

No additional priorities.

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.

Kingsway families will be involved in our Title 1 program decisions. Families will be invited to our Annual Title 1 Meeting virtually.

Parents are encouraged to join our SAC and PTO. Meetings will occur monthly. 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. 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. SAC is a team of community leaders and parents that work behind the scenes on improving school performance and help make decisions on where our school's improvement funds are used.

Our Family Reading Center provides a place for families to check out books and receive a keep booker. Our AFA leads professional development for parents that mirror our goals for this school year. Instructional practices are also shared in order for families to help their children learn and grow.

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. Teachers will use the planner for daily communication. Parent conferences can be requested from all parties. Important information is housed and shared on our website, Facebook and Twitter.

Data will be displayed throughout our campus. Students will participate in Student led conferences. Assessment reports will be sent home or instructed to view on EDIS. Parents are provided midterms, report cards and student progression plans that state their child's academic progress.

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: Instructional Practice: Science	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00