Kingsway Elementary School

2022-23 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: 4/18/2019

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: B (55%) 2018-19: C (52%) 2017-18: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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Purpose and Outline of the SIP

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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 all 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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Kelch, Kristina	Principal	Ensures staff and students have a safe l earning environment that fosters student success. Develops plans that address the needs of all students. Empowers a positive school culture and community that promotes continuous growth. Provides professional leadership daily. Collaborates and communicates with all stakeholders effectively. Develops schedules that maximize instructional time. Frequently monitors and analyzes data. Observes and evaluates teachers instructional practices. Leads and participates in meetings/ professional development. Promote collaborative shared decision making. Oversee the implementation of School Improvement Plan.
Hazeltine, Melody	Assistant Principal	Assist principal by: ensuring staff and students have a safe learning environment that fosters student success. Develops plans that address the needs of all students. Leads the PEFP, PBIS and Action teams. Monitors Collaborative Planning and offers guidance. Supports teachers with disciplinary concerns. Responsible for all disciplinary incidents. Empowers a positive school culture and community that promotes continuous growth. Provides professional leadership daily. Collaborates and communicates with all stakeholders effectively. Develops schedules that maximize instructional time. Frequently monitors and analyzes data. Organizes state testing. Observes and evaluates teachers instructional practices. Leads and participates in meetings/ professional development.

Name	Position Title	Job Duties and Responsibilities
Herndon, Rob	Dean	Assist principal by: ensuring staff and students have a safe learning environment that fosters student success. Develops plans that address the needs of all students. Leads the PBIS and Action teams. Supports teachers with disciplinary concerns. Responsible for all disciplinary incidents. Empowers a positive school culture and community that promotes continuous growth. Provides professional leadership daily. Collaborates and communicates with all stakeholders effectively. Assists with BIPS and ABA Therapists, Frequently monitors and analyzes data. Assists in state testing. Observes and evaluates teachers instructional practices. Leads and participates in meetings/ professional development.
Daly, Vicky	Attendance/Social Work	(Mental Health Member) Monitors school attendance. Offers family support. Communicates and collaborates with all stakeholders. Organizes shoes and food donations. Partakes in student and homeless services. Supports teachers in meeting students needs. Offers social and emotional support to students.
Tsoronis, Joline	Psychologist	(Mental Health Member) Evaluates students based on individual needs.
Joiner, Kalee	Instructional Coach	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.

Name	Position Title	Job Duties and Responsibilities
		Analyzes and monitors school wide data. Leads meetings in a professional manner. Case manager for MTSS. Tier 2/3 support in all subjects. Assists with implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes in school based meetings/pd
Garn, Carey	Teacher, K-12	Creates lessons that adhere to state standards. Incorporates effective instructional strategies. Provides differentiated instruction to all students. Keeps accurate record keeping. Communicates with families. Creates a positive, safe and inviting classroom environment. Partakes in meetings/PD. Collaborates with team members. Promotes student success daily! Supports district and school initiatives and goals. Incorporate academic standards into daily instruction
Dumont, Michelle	Teacher, ESE	Creates lessons that adhere to state standards. Incorporates effective instructional strategies. Provides differentiated instruction to all students. Keeps accurate record keeping. Communicates with families. Creates a positive, safe and inviting classroom environment. Partakes in meetings/PD. Collaborates with team members. Promotes student success daily! Supports district and school initiatives and goals. Incorporate academic standards into daily instruction
Jurowicz, Kristen	Teacher, ESE	Creates lessons that adhere to state standards. Incorporates effective instructional strategies.

Name	Position Title	Job Duties and Responsibilities
		Provides differentiated instruction to all students. Keeps accurate record keeping. Communicates with families. Creates a positive, safe and inviting classroom environment. Partakes in meetings/PD. Collaborates with team members. Promotes student success daily! Supports district and school initiatives and goals. Incorporate academic standards into daily instruction
Pressley, Dawn	Other	Provides ESE support to teachers. Creates IEP plans with staff. Partakes in school based meetings/pd. Supports and coaches teachers in our CD unit. Leader of CPI.

Demographic Information

Principal start date
Thursday 4/18/2019, Kristina Kelch

Number of teachers with a 2022 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 2022 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.*
12

Total number of teacher positions allocated to the school
46

Total number of students enrolled at the school
621

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	106	105	97	117	89	95	0	0	0	0	0	0	0	609
Attendance below 90 percent	1	32	29	31	16	25	0	0	0	0	0	0	0	134
One or more suspensions	0	6	4	5	4	7	0	0	0	0	0	0	0	26
Course failure in ELA	0	0	0	0	8	2	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	5	2	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	13	18	0	0	0	0	0	0	0	42
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	14	20	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	1	31	23	25	8	11	0	0	0	0	0	0	0	99

Using the table above, complete the table below with the number of students by current grade level who have 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	4	2	3	5	12	0	0	0	0	0	0	0	26

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	8	2	11	1	0	0	0	0	0	0	0	0	23
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

Thursday 8/18/2022

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	99	109	106	100	93	100	0	0	0	0	0	0	0	607
Attendance below 90 percent	0	30	24	19	19	25	0	0	0	0	0	0	0	117
One or more suspensions	0	4	1	2	2	3	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	6	3	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	20	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	25	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	10	11	11	10	12	20	0	0	0	0	0	0	0	74

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	0	8	7	0	0	0	0	0	0	0	17

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	

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	99	109	106	100	93	100	0	0	0	0	0	0	0	607
Attendance below 90 percent	0	30	24	19	19	25	0	0	0	0	0	0	0	117
One or more suspensions	0	4	1	2	2	3	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	1	6	3	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	6	3	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	12	20	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	25	0	0	0	0	0	0	0	41
Number of students with a substantial reading deficiency	10	11	11	10	12	20	0	0	0	0	0	0	0	74

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	0	8	7	0	0	0	0	0	0	0	17

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	

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	59%	56%				53%	62%	57%
ELA Learning Gains	58%	60%	61%				51%	57%	58%
ELA Lowest 25th Percentile	47%	48%	52%				50%	50%	53%
Math Achievement	63%	65%	60%				57%	63%	63%
Math Learning Gains	57%	61%	64%				62%	54%	62%
Math Lowest 25th Percentile	51%	54%	55%				48%	42%	51%
Science Achievement	52%	56%	51%				43%	54%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	60%	69%	-9%	58%	2%
Cohort Comparison		0%				
04	2022					
	2019	54%	57%	-3%	58%	-4%
Cohort Comparison		-60%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	45%	56%	-11%	56%	-11%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	70%	-14%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	62%	60%	2%	64%	-2%
Cohort Comparison		-56%				
05	2022					
	2019	58%	56%	2%	60%	-2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	52%	-10%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	29	23	32	37	36	28				
ELL											
ASN	70			100							
BLK	47	33		53	60		50				
HSP	44	61	50	55	61		50				
MUL	54	52		54	48		42				
WHT	63	64	55	66	56	48	52				
FRL	52	58	39	54	51	50	47				

2021 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 2019-20	C & C Accel 2019-20
SWD	33	15	18	37	40	36	29				
ELL	20			50							
BLK	57			52							
HSP	47	33		47	71		50				
MUL	57	27		63	45		50				
WHT	57	50		57	48	33	43				
FRL	51	36	8	52	44	33	33				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	58
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
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	54
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	50
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	58
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Achievement and Learning Gains increased in all areas. We are no longer a TS&I school for ELL. We remain a TS&I school for SWD, their overall achievement is at 30%, which falls below the 41% mark. We've remained consistent at 30% for two years now.

3rd grade- ELA achievement stayed the same at 52% for 20-21 and 21-22. Math achievement increased from 56% to 59%.

4th grade- ELA achievement decreased by 1% from 58% to 57% for 20-21 and 21-22. Math achievement increased by 5% from 55% to 60.

5th grade- ELA achievement increased by 15% from 48% to 63% for 20-21 and 21-22. Math achievement increased by 10% from 55% to 65%. Science increase from 42% to 53%.

ELA Learning Gains increased from 42% to 58%, ELA Learning Gains L25 increased from 17% to 47%. (20-21 and 21-22)
Math Learning Gains increased from 50% to 57%. Math Learning Gains L25 increased from 39% to 51%. (20-21 and 21-22)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

In ELA achievement, SWDs were at 33% and are now at 24% (ELA achievement) Overall we remained the same at 30%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Staff shortages in some grade levels.

Students need to continue making learning gains which would amount to a higher number earning proficiency of a 3 or higher.

Small group instruction using ESSA rated programs and resources. Tier 2/3 progress monitoring (MTSS process). New inclusion teachers and three ESE teachers. ESE teachers have a split case load. Teacher assignments per grade level. Implementation of two coaches.

Small group instruction using ESSA rated programs and resources (additional ones will be used). Tier 2/

3 progress monitoring will continue (MTSS process). Small group instruction- guided reading model for KES. CORE instruction using grade level materials. New inclusion teachers and three ESE teachers. ESE teachers have a split case load. ESE will also attend CP with one grade level. ESE has morning duty free together for planning.

Continue exposure to grade level curriculum and BEST standards. The use of CORE curriculum for Tier 1.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA L25 Learning Gains

What were the contributing factors to this improvement? What new actions did your school take in this area?

ESSA rated resources- Tier 2/3- LLI, Quick Reads, Benchmark Interventions, SIPPS
Intervention room with para leaders
Data tracking
MTSS
Benchmark
Collaborative Planning
Formative Assessments
PD based on need

What strategies will need to be implemented in order to accelerate learning?

Tier 2/3 instruction. Closely monitoring student progress. CORE instruction using grade level district adopted
resources. Small group instruction- specific to guided reading will be implemented daily. Instruction aligned with standard complexity, BEST- K-5. Proficiency Scales used with fidelity- teacher and student. Data tracking weekly/monthly (EDIS). WIN for all students. Closely monitor MTSS/TST. Communication and collaboration as a school. PD. Lead will provide coaching sessions weekly. Continue to strengthen our CP sessions.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Proficiency Scales, CLF, CMF, Guided Reading, inclusion/ESE PD, Assessment-Data days, MTSS, SIPPS/LLI, Benchmark/ Reveal, Science PD, BEST, FOCUS Math, Computer programs- IXL, My Math Academy, Red Bird, Lalilo

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

New Math district curriculum, Continue Benchmark, ESSA approved resources. Calendar will be shared for monthly PD. Once PD is presented, implementation should be visible during classroom walkthroughs (focused).
Lead will provide coaching sessions weekly. Classrooms will be open for others to view. Continue strengthening our MTSS model.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	ELA Learning Gains for the lowest 25%- Our scores were at 17% in 20-21 and increased to 47%. K-2- DRA- EOY in 21-22 K-40%- 2nd to last in district 1-37%- last in district 2-32%- last in district
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	All students will make a learning gain which will help increase our ELA achievement from 57% to 58% All K-2 students will hit the 70% mark in DRA by End of Year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	District and School Data Days- District/School Assessments-FAST Progress Monitoring, Benchmark weekly and unit assessments, DIBELS, DRA, AR, IXL Collaborative Planning (CP) and Common Assessments-Proficiency scales and Lesson Planning Child Talk-TST/MTSS meetings, discussion of Tier 2/3 Data (EDIS) DIBELS Walkthroughs and feedback/Coaching Sessions/ Lesson plans
Person responsible for monitoring outcome:	Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	LLI, SIPPS, Benchmark Phonics, Heggery, Quick Reads, and Guided Reading resources will be used to provide targeted instruction for students identified as in need of Tier 2 and Tier 3. Benchmark will be used for CORE.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Tier 2-3 intervention programs are ESSA-rated and support differentiated instruction to meet the needs of students. They have been identified for impact on students achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will utilize proficiency scales create lessons that adhere to BEST standards. Teachers will also utilize the district ELA Canvas course for Unit Pacing Guides and the pacing calendar to ensure they are staying on track. (Weekly Walkthroughs and lesson plan checks). Teachers will meet for collaborative planning to discuss data and plan for further instruction. (Data will be discussed to drive instruction)

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

Utilize tier 2/3 resources during blocks of time established on the master schedule (evidence-based). Groups will be created and monitored every 4-6 weeks based on data on EDIS. Teachers will input and monitor interventions and track progress.
- Teachers will use the district's Striving Reading Plan to groups students in the accurate intervention program by need. We will also reference CERP plan for our district/state.

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

Literacy Leadership Team/ Literacy Action Team will be created, agendas will be shared. Both meet monthly.

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

PD plan will be established and shared with staff. Teachers will implement after. Instructional rounds and coaching sessions will be calendared and updated weekly to support teachers. (Focused on area of need- CLF and guided reading). Guided reading plan for KES will utilized.

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

Students will have their own Data Leadership Notebook which includes proficiency scales that are used daily. The data tracked will be student, classroom, and school wide. Student-led conferences will be held twice a year.

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

CORE will meet with L25 monthly to review data and be a supportive mentor.

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

Teachers will utilize Benchmark daily for Tier 1. Small groups will be created from Benchmark and other guided reading resources.

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

Data days will be scheduled. District assessments will be reviewed and goals/action steps will be created/ modified based on need.

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

Continue to strengthen our MTSS model. Forms, interventions, and data are entered into EDIS for all students in the MTSS process. Child talk will occur once a month with case manager present during specials. CORE will review meeting notes and monitor Tier 2/3 students (L25 included)

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

Paraprofessionals will continue to push in during core blocks of time to accelerate students learning.

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

Walkthroughs and lesson plan checks will occur weekly.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Math Achievement grew 6% in 21-22. (57%-63%) We are currently in the A category for this.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	We'd like to maintain 63% in Math Achievement for 3rd-5th. This will require at least 70% of our students to make a learning gain and keep our 63% in Math.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Data Days-District/School Assessments- FAST, Reveal, Do the Math FOCUS Math, IXL, My Math Academy, Red Bird Collaborative Planning (CP) and Common Assessments Child Talk-TST/MTSS meetings (EDIS data) WIN plans Walkthrough feedback
Person responsible for monitoring outcome:	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Do the Math and FOCUS Math program, which are ESSA rated, will be implemented during WIN time. Core and teachers will monitor data and adjust instruction as needed. (Recorded in EDIS) Reveal curriculum will be used for Tier 1 instruction
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	ESSA rated intervention programs have an impact on students achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PD plan will be established and shared with staff. (Teachers will implement after) Comprehensive Math Framework includes instruction supported with resources such as discourse cards, manipulatives, and MRT's. PD will stem from our new Reveal curriculum.

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

Utilize Tier 2/3 resources during small group/WIN time daily. (WIN time is scheduled in all grade levels) Plans will be submitted daily. Assess students to see who qualify for Do the Math/FOCUS Math. Teachers can use the Reveal curriculum assessments for WIN. Teachers input and monitor MTSS interventions and progress. (EDIS)

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

Aligning Academic Systems Action team will meet monthly. Math events will be planned. Data wall will be updated monthly.

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

Teachers will utilize Proficiency Scales to create lessons that adhere to the standard complexity- BEST. Students will update their Proficiency Scales weekly within their Leadership Notebooks. (Weekly

walkthroughs and lesson plan checks) Teachers will meet weekly for Collaborative Planning to discuss data and plan for further instruction.

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

Small group for ESE is scheduled 30 minutes daily. Students are instructed in small group and exposed to grade level standards.

Person Responsible   Dawn Pressley (dawn.pressley@yourcharlotteschools.net)

School/district data days will be scheduled. District and formative assessments will be reviewed and goals/ action steps will be created/modified.

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

Paraprofessionals will continue to push in during core blocks of time to accelerate students learning.

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

Walkthroughs and lesson plan checks will occur weekly.

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

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	In the 21-22 school year, KES made an 9 point gain in proficiency in Science- 43% to 52%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Science Achievement will increase from 52% to 57%- B.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Formative assessments Progress monitoring through district assessments Data shared during data day and collaborative planning Leadership Notebooks Walkthrough- seeing Science plan in action
Person responsible for monitoring outcome:	Rob Herndon (rob.herndon@yourcharlotteschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Core Curriculum- Elevate Science, experiments and projects completed weekly Additional resources- STEAM Kits Science coach Online resource- Mystery Science, Generation Genius
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Implementing research-based strategies will allow teachers to provide quality instruction that will increase student achievement. Analyzing data hones in on students' needs and gives teachers a clear understanding of what is needed for success.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Supplemental resources will be utilized. Aligned to standards/districts pacing guides.
Hands-on experiments will be incorporated weekly. Supplies have been purchased per grade level.

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

FCAT bootcamp will occur before testing. Fifth grade will review standards taught in previous grades. All grade will be responsible for teaching their standards through CC/pacing guides.

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

STEM teacher will post the weekly Science Challenge/MOS. STEM will spiral 3rd/4th concepts into 5th STEM lessons. Fifth grade meets every month with STEM teacher. Lesson plans are created for the

month based on their discussion (adheres to the complexity of the standard). Proficiency scales are used with fidelity. (CP)

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

Aligning Academic Systems - Math & Science Action team will meet monthly to review and discuss Math & Science data and initiatives.

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

Teachers will adhere to KES Science plan- 22-23

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

Walkthroughs and lesson plan checks will occur weekly.

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

PD will be provided on new science supplemental programs.

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

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our SWD subgroup fell below the 41% of ELA achievement proficiency (33% to 23%) We did remain the same for overall % for SWD- 30% for two years.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	SWD subgroup will increase from 30% to 41% overall.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Data Days-District/School Assessments- on going progress monitoring (computer included) Tier 2/3 data in EDIS- DIBELS IEP/ELL meeting progress Collaborative Planning agenda/minutes (PD provided when needed) Weekly walkthroughs with feedback
Person responsible for monitoring outcome:	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	LLI, SIPPS, Benchmark Phonics, Heggery, Quick Reads, and Guided Reading resources will be used to provide targeted instruction for students identified as in need of Tier 2 and Tier 3. Benchmark will be used for CORE. Inclusion model services will be provided. Targeted ESE support.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Tier 2-3 intervention programs are ESSA-rated and support differentiated instruction to meet the needs of students. They have been identified for impact on students achievement. Research states inclusion is the least restricted environment for SWD.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teacher's will keep parents informed of child's progress during monthly check ins. (IEP meetings, conference forms, data reports, student data notebooks)

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

During IEP meetings instructional strategies will be developed and implemented. All will be used daily and noted in lesson plans. Apply accommodations in the classroom and for assessments year round.

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

Inclusion and ESE teachers plan monthly, ESE Liaison is present and support is provided. Schedule is created and followed daily. Monthly PD focus based on data.

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

ESE will meet weekly during CP and discuss data plan for further instruction. Proficiency scales and pacing guides will be used daily. CORE curriculum using grade level standards will be utilized during ELA/ Math blocks.

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

Learning walks will be scheduled to support inclusion model. Instructional rounds and coaching sessions will be calendared and updated weekly to support teachers. (Model lessons)

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

Maximize push in support- SWD- 45 mins a day. ESE teachers have one primary grade and one intermediate grade (3 teachers). Equal case loads. Learning will occur in small group. Students will be exposed to grade level standards (Scaffolding).

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

Utilize Tier 2/3 evidence based resources during Tiered blocks. Some SWD/ELL are present in LLI and SIPPS. Teachers and Interventionist will monitor data in EDIS (Tier 2/3)

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

ESE/Inclusion teachers will attend monthly check ins with ESE Liaison.

Person Responsible   Dawn Pressley (dawn.pressley@yourcharlotteschools.net)

Paraprofessionals will continue to push in during core blocks of time to accelerate students learning.

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

Walkthroughs and lesson plan checks will occur weekly. Feedback will be provided.

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

We will continue working towards meeting our BPIE (Best Practices for Inclusion Education) goals.

Person Responsible   Dawn Pressley (dawn.pressley@yourcharlotteschools.net)

We will continue working towards meeting our BPIE (Best Practices for Inclusion Education) goals.

Person Responsible   Dawn Pressley (dawn.pressley@yourcharlotteschools.net)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Kingsway Elementary School is focused on building positive school culture and a positive environment by concentrating on all stakeholders and strengthening relationships through Game Changing habits.

Here at KES, we will continue to build on our culture and common language by focusing on the book Culturize by Jimmy Casas! This book study expresses that we concentrate on every student, every day, whatever it takes. We do this by "cultivating a community of learners by behaving in a kind, caring, honest,

and compassionate manner in order to challenge and inspire each member o the school community to become more than they ever thought possible.

One teacher per grade level will partake on the Action Teams, Empowering Instruction Through Social and Emotional Development and PBIS. Our Dean will lead PBIS and our AP will lead Empowering. Our dean position is new this school year.

For our staff, we will be providing monthly boosters to help build and keep strong morale and a positive environment. These boosters will include root beer floats, Friday night pizza pick-ups, staff "games", and other fun boosters. Our MMM has a section for shout-outs to acknowledge staff's hard work.

Students are working on expressing positive behavior choices, working to strengthen academic ability, and overcoming academic gaps. The foundation for our students is the Always Be Proud to LEAD expectations. These expectations outline the positive school culture expected in our building. LEAD is an acronym for Lead by Example, Earn Respect and Show Respect, Act Responsibly, and Do your Best. This year we are planning Quarterly LEAD Expectation Pep Rallies!

Kingsway Elementary will continue to build relationships with families and the community through family spirit nights. These spirit nights are hosted at cougar community partners. Spirit nights encourage families to gather together and build family-school connections. Cougar community partners give back a portion of sales to support the instructional environment of the school.

Other family events are included in our Parent Family Engagement Plan. Kingsway Elementary School will share the Parent & Family Engagement Plan by placing the document on the KES school website. The plan will also be shared using the KES Facebook page, Twitter, and Remind. In addition, the plan will also be shared with attendees of the August and September SAC/PTO Meetings. In this plan, we find the Kingsway Elementary School, School Compact. The compact holds all stakeholders to high expectations. This plan outlines events that will engage all families in both social and academic ways with activities before, during, and after school hours including weekends to increase student achievement and build family relationships.

Another way KES is building a positive culture is through LiveSchool. LiveSchool is a web-based program/ app which allows teachers to recognize students for their positive choices. LiveSchool is a school-wide initiative to be used school-wide to support our positive environment. Parents have live-time access to their student's LiveSchool accounts 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 rewards. Students are allowed to use their points monthly at the Liveschool Store and weekly in the classroom. Each quarter, if a student does not have a referral, they will be able to attend our school-wide reward. We also utilize CHAMPS as our school-wide behavior framework. Kingsway Elementary is a proud PBIS school. Teachers will utilize Well Being curriculum daily with students. We will focus on the key words throughout each week as a school. This will be shared within our newsletter as well.

Communication is a vital part of building a positive culture. KES focuses on consistent communication through the Remind App. The Remind app allows two-way communication with their student's teachers and the school without sharing phone numbers or email addresses. Remind allows any stakeholder to request a conference. In addition, Teachers will use the planner for daily communication. Also, important information is housed and shared on our website, newsletters, and Facebook. Finally, data will be communicated by displays throughout our campus, scheduled student-led conferences, and 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. Student Leadership Notebooks will be shared twice during the school year with families.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Kingsway families will be involved in our Title 1 program decisions. Families will be invited to our Annual Title 1 Meeting. Parents are encouraged to join our SAC and PTO. Meetings will occur frequently. Many school activities and events are made possible through the support of our Kingsway Parent Teacher Organization (PTO) and our many local cougar community 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 and Action Teams coordinate many free family involvement events throughout the school year. 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 Experience (FRE) provides a place for families to check out books and receive a keeper book. 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.

Community Partners will be invited to the Cougar Community Expo during Open House. This establishes a great relationship with local community businesses that quickly become partners. These community partners contribute back to the school environment in terms of services for our families, free resources, and the hosting of spirit nights. Community partners strengthen our positive culture by cultivating and sustaining it from year to year. In addition, Community partners sponsor faculty/staff recognition throughout the school year.

Volunteers are always welcomed on campus. Volunteers help promote a positive culture by being present in the school environment and helping to support school-wide initiatives.

Students are responsible for contributing to the positive school culture and the instructional environment. Students focus on Wildly Important Goals as a school. This data will be displayed throughout our campus. All students will be working towards common goals to accomplish success for all. In addition, 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.