Kingsway Elementary School

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
learning
supportive environment
growth

2021-22 Schoolwide Improvement Plan

Table of Contents

Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

http://yourcharlotteschools.net/kes

Demographics

Principal: Kristina Kelch

Start Date for this Principal: 4/20/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	*[Data Not Available]*
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White 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	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Name	Title	Job Duties and Responsibilities	
			Leads and participates in meetings/ professional
Currier, Sandi	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.
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. Analyzes and monitors school wide data. Leads meetings in a professional manner. Case manager for MTSS. Assists with implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes in school based meetings/pd
Anderson, Jackie	Reading 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. Analyzes and monitors school wide data. Leads LLI- Tier 2 room. Leads meetings in a professional

Name	Title	Job Duties and Responsibilities	
			manner. Oversees our MTSS process. Tier intervention support for Reading. Assists with implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes in school based meetings/pd
Mainelli, Jennifer	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. Analyzes and monitors school wide data. Leads meetings in a professional manner. Case manager for MTSS. Assists with implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes in school based meetings/pd
Pressley, Dawn	Behavior Specialist		Provides behavioral support to teachers. Creates plan that align with students needs (BIP) Partakes in school based meetings/pd. Supports and coaches teachers in our CD unit. Assists in behavioral crisis situations. Leader of CPI.
Turner, Sheila	Guidance Counselor		Supports teachers with social and emotional curriculum. (Mental Health Member) Facilitates and oversees all child talk and 504 meetings. Provides instructional strategies that teachers can implement with their students. Offers assistance to our ELL students. Provides counseling to individual

Name	Title	Job Duties and Responsibilities	
			students based on their needs. Creates partnership with all stakeholders. Communicates and collaborates with families.
Simons, Aubrey	Psychologist		(Mental Health Member) Evaluates students based on individual needs. Communicates and collaborates with families. Attends 504 and TST meetings. ESE staffing member. Participates in school based meetings/ PD. Offers assistance to teachers with instructional strategies. Provides counseling to individual students based on their needs.
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
Green, Jeff	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.

Name	Title	Job Duties and Responsibilities	
			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. 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
McCarthy, Hunter	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
Kevins, Justine	Teacher, K-12		Creates lessons that adhere to state standards. Incorporates effective instructional strategies. Provides differentiated instruction to all students. Keeps accurate record keeping.

Name	Title	Job Duties and Responsibilities
		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

Demographic Information

Principal start date
Saturday 4/20/2019, 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
39

Total number of students enrolled at the school
630

Identify the number of instructional staff who left the school during the 2020-21 school year.
11

Identify the number of instructional staff who joined the school during the 2021-22 school year.
14

Demographic Data

Early Warning Systems

2021-22

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	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	

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	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	

2020-21 - 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	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	6	5	4	0	0	0	0	0	0	0	0	0	15
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).

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
03	2021					
	2019	60%	69%	-9%	58%	2%
Cohort Comparison						
04	2021					
	2019	54%	57%	-3%	58%	-4%
Cohort Comparison		-60%				
05	2021					
	2019	45%	56%	-11%	56%	-11%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	70%	-14%	62%	-6%
Cohort Comparison						
04	2021					
	2019	62%	60%	2%	64%	-2%
Cohort Comparison		-56%				
05	2021					
	2019	58%	56%	2%	60%	-2%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	52%	-10%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR (Renaissance)

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/30%	33/42%	41/44%
	Economically Disadvantaged	12/24%	19/37%	23/39%
	Students With Disabilities	4/20%	4/21%	4/17%
	English Language Learners	0/0%	1/14%	1/13%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24/30%	31/39%	35/39%
	Economically Disadvantaged	12/24%	18/35%	19/32%
	Students With Disabilities	4/20%	3/16%	3/13%
	English Language Learners	0/0%	0/0%	1/13%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/36%	37/49%	37/45%
	Economically Disadvantaged	15/33%	18/43%	20/38%
	Students With Disabilities	1/19%	6/29%	5/21%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/8%	31/41%	44/53%
	Economically Disadvantaged	2/4%	14/32%	25/48%
	Students With Disabilities	0/0%	6/29%	7/29%
	English Language Learners	0/0%	0/0%	0/0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/36%	31/42%	34/43%
	Economically Disadvantaged	13/36%	14/38%	17/38%
	Students With Disabilities	2/10%	2/10%	3/12%
	English Language Learners	0/0%	0/0%	1/33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	29/40%	41/55%	42/53%
	Economically Disadvantaged	12/34%	21/57%	20/44%
	Students With Disabilities	5/24%	8/40%	9/36%
	English Language Learners	0/0%	2/50%	1/33%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40/43%	45/49%	41/43%
	Economically Disadvantaged	19/40%	20/42%	17/32%
	Students With Disabilities	7/23%	5/17%	5/17%
	English Language Learners	1/25%	1/20%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33/36%	44/47%	47/49%
	Economically Disadvantaged	11/23%	19/39%	21/40%
	Students With Disabilities	4/13%	6/20%	10/33%
	English Language Learners	1/25%	2/40%	1/25%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/38%	28/35%	36/43%
	Economically Disadvantaged	16/40%	11/28%	15/38%
	Students With Disabilities	2/11%	0/0%	2/9%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/28%	42/53%	44/54%
	Economically Disadvantaged	10/25%	18/45%	21/51%
	Students With Disabilities	2/11%	4/22%	3/14%
	English Language Learners	0/0%	3/50%	2/33%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/51%	51/65%	
	Economically Disadvantaged	17/44%	22/56%	
	Students With Disabilities	5/26%	9/47%	
	English Language Learners	2/40%	2/33%	

Subgroup Data Review

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
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				

ESSA Data Review

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
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
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
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 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?

ELA Achievement increased in the majority of our subgroups. ELA Learning gains and L25 significantly decreased in all areas/subjects. Math Learning Gains and L25 decreased in many subgroups. Science has remained the same for two years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA Learning gains and L25. Math Learning gains and L25.

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

Students are not making adequate learning gains in Reading and Math. Tier 2/3 was not implemented until mid year. Need to track the Tier 2/3 interventions weekly/bi-weekly. We only had two ESE teachers until mid year.

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.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA Achievement went from 53% to 55%.

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

Implemented Comprehensive Literacy Framework. Collaborative Planning. WIN.

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

Tier 2/3 instruction. Closely monitoring student progress. CORE instruction using district adopted resources. Instruction aligned with standard complexity, BEST- K-2. Critical Concepts used with fidelity. Data tracking weekly/monthly (EDIS). WIN for all students. Communication and collaboration as a school. PD. Coaches will provide coaching sessions weekly. Interventionist will keep track of MTSS model. 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.

Critical Concepts, CLF, CMF, Guided instruction, Inclusion/ESE PD, Assessment-Data days, MTSS, IXL, SIPPS/LLI, Benchmark/Ready Math, Science PD, BEST.

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

New ELA district curriculum, ESSA approved resources. Calendar will be shared for monthly PD. Once PD is presented, implementation should be visible during classroom walkthroughs (focused). Coaches will provide coaching sessions weekly. Interventionist will keep track of MTSS model.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Learning Gains for the Lowest 25%- Our scores were at 50% in 18-19 and decreased to 17% in 20-21. ELA Learning Gains- Our scores were at 51% in 18-19 and decreased to 42% in 20-21. By increasing our ELA learning gains for all students, our student achievement of students will increase to 60%. K-3 data- 20-21 Grade K 94 students 69/94 At or Above Benchmark 73% proficient Grade 1 96 students 43/96 At or Above State Benchmark 45% proficient Grade 2 85 students 42/85 At or Above State Benchmark 49% proficient Grade 3 82 students 44/82 At or Above State Benchmark 54% proficient
Measureable Outcome:	ELA learning gains for the lowest 25% will increase from 17% to 50%. ELA learning gains will increase from 42% to 53%. Student achievement will increase from 55% to 57%. K-3 data- 20-21 Grade K- At or Above Benchmark will increase from 73% proficient to 80%. Grade 1- At or Above Benchmark will increase from 45% proficient to 60%. Grade 2- At or Above State Benchmark will increase from 49% proficient to 60%. Grade 3-At or Above State Benchmark will increase from 54% proficient to 58% Grade 4- At or Above State Benchmark will increase from 58% proficient to 60%. Grade 5- At or Above State Benchmark will increase from 48% proficient to 52%.
Monitoring:	Data Days-District/School Assessments- STAR, APM, Benchmark, DIBELS, DRA, AR, IXL Collaborative Planning (CP) and Common Assessments- Critical Concepts 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:	LLI, or another evidence based intervention, will be implemented by reading interventionist for K-5 students that are identified as Tier A students. Students identified as Tier B will be instructed using SIPPS or another evidence based intervention. Core, Interventionist, and teacher will monitor data and adjust instruction as needed. Interventions will be assessed through DIBELS. (Recorded in EDIS) MTSS will be utilized for Tier 2/3 students. Weekly structured CP sessions with classroom teachers and academic coaches. (format is in place) Common assessments using Benchmark Advanced Weekly and Unit assessments. FRE will be open to students and parents this school year to increase parent involvement and increase students' reading at home.

Rationale for Evidence-based Strategy:	Data days- district assessments Ongoing professional development and coaching sessions in CLF, Guided Reading, Reading Strategies, Critical Concepts, LLI, SIPPS, and Benchmark Advanced. Online programs that support reading instruction-IXL, AR, MyOn K-5 Critical Concept implementation/Marzano Literacy Leadership/Action Team Tier 2/3 programs are ESSA-rated and support the differentiated instruction to meet the needs of students. 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. PD and CP provide 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 gives teachers a clear understanding of what is needed for success. Coaching sessions with highly qualified educators to improve instruction and support new curriculum.

Action Steps to Implement

Teachers will utilize Critical Concepts to create lessons that adhere to the standard complexity. (Weekly Walkthroughs and lesson plan checks) Teachers will meet weekly for Collaborative Planning to discuss data and plan for further instruction.

Person Responsible Jackie Anderson (jackie.anderson@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. Data entered in EDIS. Teachers and interventionist will input and monitor interventions and track progress.

Person Responsible Jackie Anderson (jackie.anderson@yourcharlotteschools.net)

Literacy Leadership Team/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)

Person Responsible Jackie Anderson (jackie.anderson@yourcharlotteschools.net)

Students will have their own Data Leadership Notebook. (CC used daily) CORE will meet with L25 students. Data will be reviewed, and strategies will be created with students.

AR goals per grade level will be established. This will be tracked school wide.

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

Teachers will utilize Benchmark with fidelity.

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.

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

Identified Tier 2 students will go to the intervention room for LLI instruction. Data will be tracked in EDIS.

Person Responsible Jackie Anderson (jackie.anderson@yourcharlotteschools.net)

Teachers will give all Tier 2/3 (L25 included) STAR ELA monthly.

Person Responsible Jackie Anderson (jackie.anderson@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. CORE will review meeting notes and monitor Tier 2/3 students (L25 included)

Person Responsible Sheila Turner (sheila.turner@yourcharlotteschools.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	Our ELL subgroup fell below the 41% of ELA achievement proficiency (2019-23%) Our SWD subgroup fell below the 41% of ELA achievement proficiency (2019-20%)
Measureable Outcome:	ELL subgroup will increase from 20% to 41%. SWD subgroup will increase from 33% to 41%.
Monitoring:	Data Days-District/School Assessments- on going progress monitoring (computer included) Tier 2/3 data in EDIS 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:	Inclusion model services for SWD ELL para support for ELL students (ESOL strategies) Monthly collaborative planning sessions with ESE teacher and inclusion teacher. (case load equally divided) Students in the bottom quartile will be instructed using LLI/SIPPs. (SWD and ELL included) 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. (Explicit Instruction) Provide IEP accommodations daily MTSS will be utilized for Tier 2/3- if needed (recorded in EDIS) Online programs that support reading instruction- IXL, AR, Myon, Lexia Learning ELL- Tier A, English in a Flash, Brain Pop On going professional development and coaching sessions in CLF, Guided Reading, Reading Strategies, Critical Concepts, and Benchmark Advanced to support teachers. Florida Inclusion Network/ESE Liaison will be asked to provide monthly PD. Visuals and manipulatives will be used daily
Rationale for Evidence-based Strategy:	Tier 2/3 programs are research based and supports the use of differentiated instruction to meet students needs. 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. 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. 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. 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.
Exposure to language acquisition and direct instruction will increase student's learning growth.

Action Steps to Implement

Maximize ELL push in support weekly. Para schedule is created based on student need.
Utilize Tier 2/3 evidence based resources. Tier A- Learning Lexia will be implemented.
ELL para will meet with guidance to review data monthly.

Person Responsible Sheila Turner (sheila.turner@yourcharlotteschools.net)

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

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

During IEP/ELL 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 Kristina Kelch (kristina.kelch@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.
ESE will meet weekly during CP and discuss data plan for further instruction. CC and pacing guides will be utilized.

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 Jennifer Mainelli (jennifer.mainelli@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 Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science Achievement- Our scores have remained the same for two years, 43% proficient.
Measureable Outcome:	Science Achievement will increase from 43% to 54%.
Monitoring:	Science Notebooks District Assessments- EDIS data Weekly assessments Walkthroughs-implementation of Science plan present
Person responsible for monitoring outcome:	Kristina Kelch (kristina.kelch@yourcharlotteschools.net)
Evidence-based Strategy:	Increase rigor and science alignment per grade level- Critical Concept implementation Core Curriculum- Elevate Science, experiments and projects completed weekly Additional resources- Freckle, USA Test Prep, IXL Coach Support/ FSA preparation/ Bootcamp All teachers will teach all subject areas/master schedule has allotted science time for each grade level. Improving instructional techniques with the use of Marzano strategies/ elements. STEAM kits for all grade levels- PD will be provided Benchmark Advanced curriculum has science integration Science Journals Vocabulary words/ Thinking Maps Weekly Science Challenge KES Science Plan- modified
Rationale for Evidence-based Strategy:	Our district's goal is to increase science achievement. Students are given multiple opportunities to interact with science standards throughout all grade levels. Weekly Science Challenges that are rigorous to match FSA style questions. Benchmark Advanced curriculum as bi-weekly science integration 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

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). Critical Concepts are used with fidelity. (CP)

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

School wide science plan has been created and implemented.

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

Supplemental resources will be utilized. Aligned to standards/districts pacing guides. (Coach, STEAM kits, IXL, Freckle, Benchmark)
Hands on experiments will be incorporated weekly. Supplies have been purchased per grade level.

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

Grade levels with meet with Science C&I to review data during data days. Classroom assessment will be tracked weekly/bi-weekly. All assessments will include FSA type questions.

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

#4. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gains for the Lowest 25%- Our scores were at 48% in 18-19 and decreased to 39% in 20-21. Math Learning Gains- Our scores were at 62% in 18-19 and decreased to 50% in 20-21. By increasing our Math learning gains for all students, our student achievement of students will increase to 62%
Measureable Outcome:	Math learning gains for the lowest 25% will increase from 39% to 50% Math learning gains will increase from 50% to 56% Student achievement will increase from 57% to 60%.
Monitoring:	Data Days-District/School Assessments- STAR, APM, Benchmark, Do the Math, IXL Collaborative Planning (CP) and Common Assessments Child Talk-TST/MTSS meetings (EDIS data) WIN plans Walkthrough feedback
Person responsible for monitoring outcome:	Melody Hazeltine (melody.hazeltine@yourcharlotteschools.net)
Evidence-based Strategy:	Do the Math program, which is ESSA rated, will be implemented during WIN time. Core, coaches, and teacher will monitor data and adjust instruction as needed. (Recorded in EDIS) MTSS will be utilized for Tier 2/3 students. (EDIS) Direct small instruction for Tier 2/3 students. (i-Ready toolbox/Coach-Tier 2/3, CORE- Tier 1) Practice will be provided daily. K-5 Critical Concept implementation/Marzano Use of daily Manipulatives, Thinking Maps, Math Practices, and Math strategies Online programs that support math instruction- IXL, Ready Math Students with an IEP will receive small group instruction daily for 30 minutes. Weekly structured CP sessions with classroom teachers and academic coaches. (format is in place) Common assessments using Math Ready assessments. Ongoing professional development and coaching sessions in Math Ready, CMF, DI/small group instruction, Do the Math, and Critical Concepts. Aligning Academic Systems Action team Data days- district assessments
Rationale for Evidence-based Strategy:	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. 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. 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.
PD and collaborative planning provide 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 gives teachers a clear understanding of what is needed for success.

Action Steps to Implement

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 mathematical practices.

Person Responsible   Jennifer Mainelli (jennifer.mainelli@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. Teachers input and monitor MTSS interventions and progress. (EDIS)

Person Responsible   Jennifer Mainelli (jennifer.mainelli@yourcharlotteschools.net)

Aligning Academic Systems Action team will meet monthly.

Person Responsible   Jennifer Mainelli (jennifer.mainelli@yourcharlotteschools.net)

Instructional rounds and coaching sessions will be calendared and updated weekly to support teachers. (Focused on area of need- CMF)

Person Responsible   Jennifer Mainelli (jennifer.mainelli@yourcharlotteschools.net)

Teachers will utilize Critical Concepts to create lessons that adhere to the standard complexity. (Weekly walkthroughs and lesson plan checks) Teachers will meet weekly for Collaborative Planning to discuss data and plan for further instruction.

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

Teachers will give all Tier 2/3 (L25 included) STAR Math monthly.

Person Responsible   Jennifer Mainelli (jennifer.mainelli@yourcharlotteschools.net)

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

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

KES is ranked very low in two categories, Property and Drug/Public incidents, and low in one category, Violent Incidents. Overall, we fall into the very low category when compared to other elementary schools statewide. Our suspension rate has increased over the years. Our plan is to decreased the amount of students in out of school suspension. We plan on continuing to strengthen our school wide behavior system, Liveschool. All staff are expected to use this daily to reward positive behavior. Families are informed of their students progress every day. We will utilize the MTSS process for Tier 2/3 behavior interventions to meet our students needs. This will be communicated to parents during a TST meeting/ conference. This year we are focusing on giving more LEAD awards for positive behavior. This showcases our students leadership qualities and hard work. Discipline data will be shared with staff monthly.

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.

Kingsway Elementary School is focused on building positive school culture and positive environment by concentrating on all stakeholders and strengthening relationships with our teams. With the KES Staff, we will continue to build on our culture and common language by focusing on a book student by Jon Gordon called, The Power of Positive Teams. This book study expresses the need to focus on Positivity in the school environment and building strong teams that work better together. Also, 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.

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 September or October 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 reports. 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.

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 students' teachers and the school without sharing 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, newsletters, and Facebook. 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.

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

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 are cultivated and sustained from year to year. In addition, Community partners sponsor faculty/staff recognition throughout the school year.

Volunteers will be welcomed back on campus this school year. Volunteers help promote the positive culture by be 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.