KINGSWAY ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://cims2.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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

Success for all!

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Danielle Hudzina

Position Title

Principal

Job Duties and Responsibilities

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 the School Improvement Plan.

Leadership Team Member #2

Employee's Name

Kalee Joiner

Position Title

Assistant Principal

Job Duties and Responsibilities

Assist the 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.

Leadership Team Member #3

Employee's Name
Danielle Basora

Position Title
Lead Teacher

Job Duties and Responsibilities

Models and instructs lessons in teachers' classrooms. Offers assistance in teachers' instructional needs to promote growth and learning. Provides Professional Development that aligns with district, school, and state initiatives and goals. Analyzes and monitors school-wide data. Leads meetings in a professional manner. Assists in TST meetings specifically for ELA. Tier intervention support for Math. Assists with the implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes and leads school-based meetings and professional development.

Leadership Team Member #4

Employee's Name
Melissa Abreu

Position Title
Math Coach

Job Duties and Responsibilities

Models and instructs lessons in teachers' classrooms. Offers assistance in teachers' instructional needs to promote growth and learning. Provides Professional Development that aligns with district, school, and state initiatives and goals. Analyzes and monitors school-wide data. Leads meetings in a professional manner. Oversees our MTSS process specifically for Math. Tier intervention support for Math. Assists with the implementation of best practices. Offers support and coaching daily. Organizes

instructional rounds. Partakes and leads school-based meetings and professional development.

Leadership Team Member #5

Employee's Name
Kim Kirkpatrick

Position Title
MTSS Coach

Job Duties and Responsibilities

 Collect and analyze multiple sources types of data to improve student learning. ◇ Facilitate effective team-based collaborative action planning and problem-solving processes inclusive of family, student, school, and community stakeholders. ◇ Disseminate evidence-based content knowledge including, but not limited to, organizational change/implementation processes, MTSS/EWS and PBS knowledge and expertise, and best practices in reading, math, science, and behavior instruction. ◇ Facilitate and support targeted student interventions to implement and sustain MTSS/EWS and PBS processes at the individual student, classroom, and school-based levels. ◇ Perform Medicaid administrative claims reimbursable activities as directed in accordance with Chapter 3 of the federally approved School District Administrative Claiming (SDAC) Guide. ◇ Provide evidence-based professional development training, instructional coaching, and technical assistance to support data-based problem solving. ◇ Utilize data to inform ongoing school-based professional development, technical assistance, and coaching so as to improve the fidelity of MTSS/EWS and PBS implementation processes and overall student and staff outcomes. ◇ Build the capacity of MTSS/EWS and PBS processes at the school level.

Leadership Team Member #6

Employee's Name
Damion Williams

Position Title
School Counselor

Job Duties and Responsibilities

Engages in mental health promotion and education for staff and students.
Assists with the provision of resiliency education, civic and character education, and life skill education in the classroom and school setting. Applies counseling skills when delivering evidence-based, direct and indirect services to individual students and groups. Utilizes state, local school board, and governing board policies and procedures to make appropriate community-based referrals. Conducts risk and threat assessments in collaboration with other school-based mental health staff for students in crisis. Participates as a collaborative member of the school-based

threat management team. Provides school-based crisis intervention in collaboration with other school-based mental health professionals. Gathers and synthesizes data from a variety of sources to inform the School Counseling Program. Maintains high visibility and accessibility, and actively listen to and respond to parents or guardians, students, district and school personnel and community partners. Participates as a collaborative member of the school-based Multi-tiered System of Support (MTSS) team. Supports students who are identified as at-risk based on Early Warning Sign (EWS) indicators, to include academic, attendance, and social/ emotional/ behavioral concerns. Facilitates initial, annual (as needed), and 504 re-evaluation meetings. Assists with English Language Learner (ELL) compliance as needed. Documents school counselor interventions and and completes required forms and maintains records and reports to meet all local and state guidelines.

Leadership Team Member #7

Employee's Name
Vicky Daly

Position Title
School Social Worker

Job Duties and Responsibilities

 Mental Health team 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. Conducts risk and threat assessments.

Leadership Team Member #8

Employee's Name
Dawn Pressley

Position Title
ESE Liaison

Job Duties and Responsibilities

Provides ESE support to teachers. Creates IEP plans with staff and facilitates IEP meetings. Partakes in school-based meetings/PD. Supports and coaches teachers in our MAC unit and ESE teachers. Leader of CPI.

Leadership Team Member #9

Employee's Name
Stephanie Hohmann

Position Title
Behavior Specialist

Job Duties and Responsibilities

Provides behavioral support to teachers. Creates plans that align with students' needs (BIP). Partakes in school-based meetings/PD. Supports and coaches teachers in our MAC unit and teachers with ESE students. Assists in behavioral crisis situations. Helps and assists with CPI.

Leadership Team Member #10

Employee's Name
Amy Venuti

Position Title
Dean of Students

Job Duties and Responsibilities

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.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. *(ESEA 1114(b)(2))*

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

We believe collaboration is vital for school success. Our leadership team participated in district-led professional development including the new CIMS format, root cause analysis, analyzing data, goal setting with action steps, and review of previous goals. We identified the person responsible for each area by their job roles within our leadership team and how they would be tracking the implementation of each action step. We've added some key team members who will help the success of our school. The SIP plan will be presented to the Instructional Leaders for feedback then to the School Advisory Council for feedback. Any edits will then be made before submitting the plan. The final plan will be shared with all staff and families.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 1114(b)(3))*

The SIP plan gets reviewed at least twice with the district. As a school, we meet regularly to review our progress toward meeting our goals. We share important data from all district formative and state assessments. We spend time analyzing our data weekly during collaborative planning sessions. Our leadership team will speak on the SIP plan at least once a month during our CORE meetings. Our leadership members who have an active part in our SIP will share their monitoring pieces with their teams. Our CORE team will offer suggestions, as needed. Our PPC reviews our SIP to make sure it aligns with our focus for the year. Committees and PLCs will discuss the SIP progression after each progress monitoring window that is provided by our district/state. All students' data will be reviewed and changes will be made if improvement is needed. In the middle of the year, we will evaluate our progress toward our end-of-year goals. We will do this at our district MOY SIP meeting, PPC, staff, and SAC meetings. In addition, administration will be completing weekly walk throughs to ensure the fidelity of Tier 1, 2, and 3 instruction. The walkthroughs will be in every classroom, including our SWD (targeted area in need of improvement).

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**44.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**TSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: B*** **2021-22: B** **2020-21: C** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	6	21	22	19	20	17				105
One or more suspensions	0	2	1	6	3	2				14
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	4	25	30	39	18	18				134
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	12	20	19						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	10	6	11	7					37

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		31	26	26	21	20				124
One or more suspensions	1	3	3		2	3				12
Course failure in ELA				3	2	8				13
Course failure in Math				4	14	4				22
Level 1 on statewide ELA assessment				10	20	22				52
Level 1 on statewide Math assessment				7	22	27				56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	32	13	23						96

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	2	7	15	23				48

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	4	4	8						19
Students retained two or more times										0

2. Grades 9-12 (optional)

> This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	52	56	57	52	56	53	57	59	56
ELA Grade 3 Achievement **	50	59	58	43	60	53			
ELA Learning Gains	60	53	60				58		
ELA Learning Gains Lowest 25%	64	52	57				47		
Math Achievement *	46	59	62	44	59	59	63	48	50
Math Learning Gains	48	54	62				57		
Math Learning Gains Lowest 25%	44	45	52				51		
Science Achievement *	36	52	57	57	54	54	52	65	59
Social Studies Achievement *								61	64
Middle School Acceleration								53	52
Graduation Rate								56	50
College and Career Readiness									80
ELP Progress	70	62	61	32	65	59	58		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL FPPI – All Students	52%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	470
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	**2022-23**	**2021-22**	**2020-21**	**2019-20***	**2018-19**	**2017-18**
52%	51%	55%	45%		52%	53%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	31%	Yes	5	3
English Language Learners	51%	No		
Black/African American Students	56%	No		
Hispanic Students	43%	No		
Multiracial Students	50%	No		
White Students	51%	No		
Economically Disadvantaged Students	47%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	18%	Yes	4	2
English Language Learners	32%	Yes	1	
Black/African American Students	42%	No		
Hispanic Students	39%	Yes	1	
Multiracial Students	43%	No		
White Students	53%	No		
Economically Disadvantaged Students	50%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	30%	Yes	3	1

	2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
English Language Learners	58%	No		
Native American Students				
Asian Students	85%	No		
Black/African American Students	49%	No		
Hispanic Students	54%	No		
Multiracial Students	50%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	50%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	52%	50%	60%	64%	46%	48%	44%	36%					70%
Students With Disabilities	21%	19%	47%	50%	26%	37%	33%	15%					
English Language Learners	29%		68%	80%	24%	37%							70%
Black/African American Students	51%		74%	82%	41%	48%		38%					
Hispanic Students	47%	40%	55%	55%	32%	36%	30%	13%					75%
Multiracial Students	38%		62%		38%	62%							
White Students	56%	52%	58%	58%	52%	49%	33%	47%					
Economically Disadvantaged Students	46%	43%	60%	59%	38%	44%	37%	25%					67%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	43%			44%			57%					32%
Students With Disabilities	17%	18%			25%			13%					
English Language Learners	27%	20%			20%					60%			
Black/African American Students	51%	39%			35%								
Hispanic Students	42%	33%			38%			44%					
Multiracial Students	55%				30%								
White Students	54%	47%			50%			62%					
Economically Disadvantaged Students	49%	43%			40%			59%					57%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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	ELP PROGRESS
All Students	57%		58%	47%	63%	57%	51%	52%					58%
English Language Learners													58%
Students With Disabilities	24%		29%	23%	32%	37%	36%	28%					
Asian Students	70%				100%								
Native American Students													
Black/African American Students	47%		33%		53%	60%	50%	50%					
Hispanic Students	44%		61%	50%	55%	61%		50%					
Multiracial Students	54%		52%		54%	48%		42%					
Pacific Islander Students													
White Students	63%		64%	55%	66%	56%	48%	52%					
Economically Disadvantaged Students	52%		58%	39%	54%	51%	50%	47%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

		2023-24 SPRING				
SUBJECT	**GRADE**	**SCHOOL**	**DISTRICT**	**SCHOOL - DISTRICT**	**STATE**	**SCHOOL - STATE**
Ela	3	49%	57%	-8%	55%	-6%
Ela	4	53%	52%	1%	53%	0%
Ela	5	54%	56%	-2%	55%	-1%
Math	3	40%	60%	-20%	60%	-20%
Math	4	54%	61%	-7%	58%	-4%
Math	5	39%	51%	-12%	56%	-17%
Science	5	38%	49%	-11%	53%	-15%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

7 pts growth in ELA Achievement for 3rd grade. Tier 1 instruction implemented with fidelity and interventions for T2 and T3 were targeted and were taught by reading endorsed teachers.

Lowest Performance

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

36% proficiency in Science, down 21 points.
5th grade had two brand new teachers for Math/Science and both struggled with classroom management and struggled with FL standards. Both of these teachers have left the school.

Greatest Decline

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

Science, down 21 points.
5th grade had two brand new teachers for Math/Science and both struggled with classroom management and struggled with FL standards. Both of these teachers have left the school.

Greatest Gap

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

Science 36% (state was 56%).
5th grade had two brand new teachers for Math/Science and both struggled with classroom management and struggled with FL standards. Both of these teachers have left the school.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

134 students are level 1 on the statewide assessment for ELA.

Highest Priorities

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

Improve ELA proficiency through rigorous T1 instruction

Improve Math proficiency through rigorous T1 instruction

Improve Science proficiency through rigorous T1 instruction

Improve Proficiency for SWD through rigorous T1 instruction and targeted interventions.

Improve attendance - currently 105 students absent 10% or more

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of Focus is to continue to strengthen our teacher's ability to plan for, and deliver rigorous instruction so all students, including students with disabilities, master grade level standards and accelerate learning to close the achievement gap. Our data indicates we need to improve instructional practices, including: routines and procedures, PBIS, rigor/relevance/relationships, and Hattie high impact strategies.

This year, we plan to continue our collaborative planning work and add a focus on professional learning based on on-going needs. Walkthroughs will continue to determine PL needs as will staff surveys.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA proficiency was 52% for grades 3-5. This dropped 5 points from the previous year.
The goal is to reach 57% B achievement in ELA for grades 3-5.
ELA Gains: dropped 11 points to a 60%. Goal is 71%
ELA L25 gains: increased 5 points to a 64%. Goal is to maintain a 64%.
3rd grade ELA achievement increased 7 points to 50%. Goal is 59%.

Math proficiency was 46% for grades 3-5. This dropped 2 points from the previous year.
The goal is to reach 54% achievement in Math for grades 3-5.
Math Gains: dropped 10 points to a 48%. Goal is 58%.
Math L25 gains: dropped 5 points to a 44%. Goal is 51%.

Science proficiency was 36% for grade 5. This dropped 21 points from the previous year.
The goal is to reach 57% achievement for grade 5 Science.

SWD scored 30% in 2021-2022, 18% in 2022-2023, and 31% in 2023-2024.

Our goal is for SWD to achieve 45% proficiency.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Weekly admin walk-throughs
  - Check for the implementation of rigorous and relevant lessons
  - Assign instructional coach to help struggling teachers
  - Provide Professional Learning (PL) for struggling teachers
- Collaborative planning sessions and data review
- PL plan will include area of focus above
- Lesson plan reviews
- Unit assessment and FAST data analysis

By implementing rigorous and relevant strong rated curriculum, and specific needed PL, student achievement should increase, better preparing students for middle school and beyond and creating Success for All.

Person responsible for monitoring outcome
Kalee Joiner

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).
Description of Intervention #1:
Small group reading
Rationale:

High intervention with great results. Small-group literacy intervention designed to help struggling readers achieve grade-level competency. The intervention provides explicit instruction in phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills, and writing. Teachers are trained in this intervention and it's readily available on campus.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Quick Reads

Rationale:
T3 promising QuickReads is a supplemental reading intervention program that improves students' reading fluency, reading comprehension, and content knowledge. Short, nonfiction texts are read quickly, repeatedly, and meaningfully. The instructional routine takes just 15 minutes a day, 3 to 4 times per week, so it's easy to fit QuickReads into your curriculum.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #3:
SIPPS

Rationale:
SIPPS® is a research-based foundational skills program for grades K–12 that is proven to help new and striving readers, including multilingual learners and students identified with dyslexia, quickly develop the accuracy and automaticity needed for fluent, independent reading.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Create master schedule with appropriate intervention and ELA/Math blocks.

Person Monitoring:	**By When/Frequency:**
Kalee Joiner	July 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Create master schedule with built in intervention ELA blocks for T2 and T3 and an uninterrupted 90 minute reading block. Create master schedule with built in intervention Math block for T2/T3 and an uninterrupted 60 minute math block.

Action Step #2

Walk throughs

Person Monitoring:
Danielle Hudzina

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin will complete walk throughs and observations to ensure fidelity of T1, T2, T3 curriculum implementation for ELA and Math blocks. In addition, Science blocks will be reviewed for fidelity of curriculum implementation as well.

Action Step #3
Collaborative Planning Sessions

Person Monitoring:
Danielle Hudzina

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Administration and coaches will participate in weekly CP sessions to help create rigorous lesson plans by specifically planning 5 questions utilizing various levels of rigor. When time allows, CP will be used to analyze data to ensure appropriate interventions are taking place and making a positive impact as well.

Action Step #4
Data Reviews

Person Monitoring:
Kalee Joiner

By When/Frequency:
After FAST testing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
CORE team will meet and analyze data to share with grade level teams and adjust intervention groups, as needed. If data has not shown improvement, then adjustments will be made.

Action Step #5
Professional Learning Needs Survey and Updated PL Plan

Person Monitoring:
Danielle Hudzina

By When/Frequency:
All year- update as needed

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Send PL needs survey to staff- September 2024. Continuously update PL plan and provide PL that aligns to the school goal and DSP- Our area of Focus is to continue to strengthen our teacher's ability to plan for, and deliver rigorous instruction so all students, including students with disabilities, master grade level standards and accelerate learning to close the achievement gap. Our data indicates we need to improve instructional practices, including: routines and procedures, PBIS, rigor/relevance/ relationships, and Hattie high impact strategies. Walkthroughs will continue to determine PL needs as will staff surveys.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

KES had 105 students with 10% or more absences in 2023-2024. Students cannot learn if students are not in class. KES dropped from a B to a C and the number of students identified as needing support increased as well. 251 students missed 10 or more days:
K- 51
1st- 48
2nd- 39
3rd- 37
4th- 36
5th- 39

When students are absent, they cannot learn. It causes more work on the teacher's part and discourages staff when student scores are low. We need a positive morale to retain staff and build capacity with highly effective teachers.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our goal is decrease the number of excessive absences in each grade by 20%:
K- 41
1st- 38
2nd- 31
3rd- 30
4th- 29
5th- 31

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The social worker and AP will work together monthly to review attendance numbers at each grade level.
If students are in school, they can learn. We will "strive for less than 5" days absent a year.

Incentives will be given monthly and quarterly for the grade levels with the highest attendance rates.

Person responsible for monitoring outcome
Vicky Daly

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Incentives will be given monthly and quarterly for the grades with the highest attendance rates. In addition, once a student is out for 3 days in a row the social worker will send a postcard to the home stating "we miss you, can't wait to see you soon." She will also call and offer assistance to families with poor attendance. The SW and AP will also identify the students with 10+ absences and make a personal connection with each student during the first two weeks of school.

Rationale:
Students who are in school can learn. The effect size of relationships between teachers and students is .52, so we intend on making positive relationships with all students, especially those with high absenteeism rates.

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Identify students with 10+ days of absences in 2023-2024

Person Monitoring:	**By When/Frequency:**
Vicky Daly	August 30th, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
-Attendance team will make contact with parents for students who miss school within the first two weeks of school to build positive relationships with parents and families. -Attendance team will meet monthly to analyze attendance data and implement interventions to encourage students to attend school. -The team will also have monthly attendance challenges for classes with the highest average attendance. The winners of these challenges earn a pizza party that is donated through a community partner.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

The SIP and Title I budget is shared with the staff during the back to school week and both were shared and approved at the SAC meeting on 9.10.2024. We gain input and answer questions at these meetings as well. The SIP progress will be shared after FAST testing sessions 3 times a year. We share our goals, the PFEP, and other required documents on our website as well. www.yourcharlotteschools.net/kes
We have programs for translation services as well.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

It is important that we build positive relationships through academic and non-academic events. We hold several family engagement events throughout the year through either PTO or the Family Resource Center (FRE).   Our FRE is open weekly for students and families to visit, they also hold workshops for families to help their child be successful. Teachers use conferences (once a semester), TST meetings, IEP meetings, Focus, email, and the Remind app to keep parents updated on student progress. We hold semester award ceremonies to celebrate student success throughout the school year. KES also has a monthly newsletter that shares important information for our families and shares information on the school Facebook page. KES participates in the district PFEP meetings

to gain insight and advice from parents, staff, and community members. We will have several family events that will be reviewed during the meeting to see if improvements can be made or if additional events can take place. An engagement plan will be created and shared with our families on the KES website and newsletter. Lastly, we have monthly School Advisory Committee (SAC) and Parent/ Teacher Organization (PTO) meetings to increase our family engagement. We share all family engagement information on social media, Remind, PeachJar, and school connect calls. This year we are implementing a community partners wall in the lobby to thank our community donors and sponsors.

yourcharlotteschools.net/kes

Plans to Strengthen the Academic Program
Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

KES will build positive relationships with students. KES has rebooted PBIS, with explicit LEAD expectations, to decrease student behavior which will lead to more instructional time in the classroom. Collective Teacher Efficacy is a top priority; teachers have the ability to positively affect student achievement. The master schedule was built to ensure students have a 90 minute reading block, in addition to tier 2 and 3 times (both for thirty minutes); the math block is 60 minutes, in addition to a thirty minute tiered instruction time to increase student achievement. When students are absent, they cannot learn. It causes more work on the teacher's part and discourages staff when student scores are low. We need a positive morale to retain staff and build capacity with highly effective teachers. We have also create attendance incentives to address this issue.

How Plan is Developed
If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Head Start classroom on campus
Ya Ya Back Packs- provides students with a backpack of supplies, each week they provide students a bag of extra food for the weekend.
Harry Chapin- Helps supply our food pantry and our Free Food Friday were anyone can take home food for the weekend.
Champs Cafe- provides all students free breakfast and lunch
Tax Collector's Office- 5th grade students are challenged to design a vanity tag; parents and

community can then purchase the Tag Art.

The Patterson's Foundation- provides kindergarten readiness bags for incoming students. They also offer a book program that gives students multiple books at their level to increase literacy.

Lizzy the Literacy Bus- attends multiple events throughout the year

New World Reads- Sign up all families who qualify and host an event in January of 2025.

United Way- Works with our families in need

Girls on the Run- a program for girls in grades 3-5 which inspires all girls to build their confidence, kindness and decision making skills; while also preparing for a 5k run.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

This year KES will have an MTSS coach, allowing the school counselor more time to provide mental health services to our students. A comprehensive counseling plan has been developed by the counselor, school psychologist, and social worker to ensure 1-1 services are provided to students. In addition, small group counseling and full class lessons will be offered to students/teachers this year. The mental health team will also publish a mental health tip in the monthly newsletter and will provide the principal with well-being and mental health tips to read on the news weekly as well.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

CCPS has the 3 E's: enrollment, employment, and enlistment. The elementary school level is excited to see the opportunities provided by CCPS with this initiative.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

KES follows the district MTSS/TST plan and has an MTSS coach this year. Child talk is held once a month. The CORE team works with instructional staff to implement tiered supports and document progress.
All 504's and IEP's are implemented with fidelity.
More information can be found on the CCPS website: https://www.yourcharlotteschools.net/domain/4571

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit

and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii(V)).

Professional learning is based on: staff surveys, administrative walk throughs, district initiatives, and student needs. PL already scheduled includes: UFLI (K-2), Testing (K-5), Science (3-5), Math Manipulatives (K-5), PBIS (K-5), PBIS (paras), De-escalation/Behavior Strategies (all staff), Crisis Plan/Safety protocols (all staff), Mental Health (all staff), Marzano/Instructional Framework (K-5), and yearly Vector trainings (all staff).

Targeted PL will be scheduled for the remaining PL and early release days based on further need. The new instructional and evaluation system (Marzano) will be a focus this year since it is new. Currently, KES is fully staffed and will work to retain all staff by providing targeted support and by maintaining a positive environment.

Strategies to Assist Preschool Children
Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

KES currently has one Head Start classroom and one ESE Prek classroom on site. Home visits and open house are utilized to welcome Head Start families. A kindergarten preview night and open house are utilized to welcome ESE prek students. All incoming kindergarten students also received "kindergarten readiness" bags with practice materials and supplies for home and a KES t-shirt.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Resources were verified through the "What Works Clearinghouse" and were also approved by the district.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

Programs include: Small group instruction, SIPPS, QuickReads, Reveal, and SteamReaders. Data will be reviewed weekly at collaborative planning, monthly with the Core team and Instructional Leaders, and adjustments will be made based on data analysis. The PL plan will contantly be updated based on need.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**