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Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

<http://yourcharlotteschools.net/kes>

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Kingsway Elementary School is to provide a safe, student-centered environment that empowers students to become responsible, life-long learners.

Provide the school's vision statement.

Student Success!

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

Always be Proud to L.E.A.D-

L- Lead by Example

E- Earn Respect and Respect Others

A- Act Responsibly

D- Do Your Best!

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position 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 the School Improvement Plan.
Joiner, Kalee	Assistant Principal	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.
Daly, Vicky	Attendance/ Social Work	Mental Health Member) Monitors school attendance. Offers family support. Communicates and collaborates with all stakeholders. Organizes shoes and food donations. Partakes in student and homeless services. Supports teachers in meeting students' needs. Offers social and emotional support to students.
Tsoronis, Joline	Psychologist	(Mental Health Member) Evaluates students based on individual needs. Attends MTSS and IEP meetings. Communicates with staff and students.
Pressley, Dawn	Other	Provides ESE support to teachers. Creates IEP plans with staff. Partakes in school-based meetings/PD. Supports and coaches teachers in our CD unit. Leader of CPI.
Hohmann, Stephanie	Behavior Specialist	Provides behavioral support to teachers. Creates plan that aligns with students' needs (BIP). Partakes in school-based meetings/PD. Supports and coaches teachers in our CD unit. Assists in behavioral crisis situations. Helps and assists with CPI.
Williams, Damion	School Counselor	(Mental Health Member) Facilitates and oversees all MTSS and 504 meetings. Provides instructional and behavioral strategies that teachers can implement with their

Name	Position Title	Job Duties and Responsibilities
		students. Offers assistance to our ELL students. Provides counseling to individual students based on their needs. Creates partnerships with all stakeholders. Communicates and collaborates with families.
Gregory, Allie	Reading Coach	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 Reading. Tier intervention support for Reading. Assists with the implementation of best practices. Offers support and coaching daily. Organizes instructional rounds. Partakes and leads school-based meetings and professional development.
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
Krueger, Shauna	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. Creates a love of reading for students.
Abreu, Melissa	Math Coach	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.
Venuti, Amy	Dean	Assist principal by: ensuring staff and students have a safe learning environment that fosters student success. Develops plans that address the needs of all students. Leads the PBIS and Action teams. Supports teachers with disciplinary concerns. Responsible for all disciplinary incidents. Empowers a positive school culture and community that promotes

Name	Position Title	Job Duties and Responsibilities
		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.

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. (ESSA 1114(b)(2))

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

Our leadership team participated in district-led professional development over the new format, root cause analysis, goal setting with action steps, and review of previous goals. Our leadership team invited staff to a data retreat which included school improvement planning. During our meeting, we reviewed previous years' data, identified areas of focus, created action, and drafted goals. Teams did take it a step further and created action plans that would align with our overall SIP and WIGS (Wildly Important 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 School Advisory Council for feedback. Any edits will then be made before submitting to the state. The final plan will be shared with all staff.

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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 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 every other week during our CORE meetings. Our leadership members who have an active part in our SIP will share their monitoring pieces with the team. Our CORE team will offer suggestions, as needed. Our PPC reviews our SIP to make sure it aligns with our focus for the year. Action teams and PLC 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.

Demographic Data

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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 days	0	31	26	26	21	20	0	0	0	124
One or more suspensions	1	3	3	0	2	3	0	0	0	12
Course failure in English Language Arts (ELA)	0	0	0	3	2	8	0	0	0	13
Course failure in Math	0	0	0	4	14	4	0	0	0	22
Level 1 on statewide ELA assessment	0	0	0	10	20	22	0	0	0	52
Level 1 on statewide Math assessment	0	0	0	7	22	27	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	32	13	23	15	12	0	0	0	96

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	1	2	7	15	23	0	0	0	48

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	3	4	4	8	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially 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 days	1	32	29	31	16	25	0	0	0	134
One or more suspensions	0	6	4	5	4	7	0	0	0	26
Course failure in ELA	0	0	0	0	8	2	0	0	0	10
Course failure in Math	0	0	0	0	5	2	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	13	18	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	10	14	20	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	31	23	25	8	11	0	0	0	99

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	0	4	2	3	5	12	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	2	11	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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 days	1	32	29	31	16	25	0	0	0	134
One or more suspensions	0	6	4	5	4	7	0	0	0	26
Course failure in ELA	0	0	0	0	8	2	0	0	0	10
Course failure in Math	0	0	0	0	5	2	0	0	0	7
Level 1 on statewide ELA assessment	0	0	0	11	13	18	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	10	14	20	0	0	0	44
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	31	23	25	8	11	0	0	0	99

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	0	4	2	3	5	12	0	0	0	26

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	8	2	11	1	0	0	0	0	23
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	57			55			53		
ELA Learning Gains	58			42			51		
ELA Lowest 25th Percentile	47			17			50		
Math Achievement*	63			57			57		
Math Learning Gains	57			50			62		
Math Lowest 25th Percentile	51			39			48		
Science Achievement*	52			43			43		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	58			60			55		

* 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.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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%
SWD	30	Yes	3	1
ELL	58			
AMI				
ASN	85			

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%
BLK	49			
HSP	54			
MUL	50			
PAC				
WHT	58			
FRL	50			

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)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	57	58	47	63	57	51	52					58
SWD	24	29	23	32	37	36	28					
ELL												58
AMI												
ASN	70			100								
BLK	47	33		53	60		50					
HSP	44	61	50	55	61		50					
MUL	54	52		54	48		42					
PAC												
WHT	63	64	55	66	56	48	52					
FRL	52	58	39	54	51	50	47					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	55	42	17	57	50	39	43					60
SWD	33	15	18	37	40	36	29					
ELL	20			50								60

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN												
BLK	57			52								
HSP	47	33		47	71		50					75
MUL	57	27		63	45		50					
PAC												
WHT	57	50		57	48	33	43					
FRL	51	36	8	52	44	33	33					

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	53	51	50	57	62	48	43					55
SWD	23	36	44	28	47	42	16					
ELL	20	27		50	80		9					55
AMI												
ASN												
BLK	49	59		46	64		23					
HSP	43	47	46	47	59	53	24					
MUL	58	62		54	38							
PAC												
WHT	56	50	44	64	64	46	53					
FRL	49	54	57	53	64	54	29					

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.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection

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

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

Math is the lowest performance area for Kingsway. We believe the contributing factors include the hurricane, exposure to grade-level standards, knowledge of the standards, inconsistent Tier 1 instruction, inaccurate pacing, lack of previous skills, and teachers' awareness of the new curriculum.

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

Math showed the greatest decline from the prior year. We were at 63% proficient and dropped to 48%. We feel many factor contributed to this decline. This was our first year with a new Math curriculum and BEST standards. Teachers need additional understanding and professional development on our new BEST standards. They also need further training on how the components of the math curriculum should be implemented to support Tier 1 instruction. We noticed there was a lack of strong foundations and procedures which caused students to be unsure of the expectation. We also had a loss of instructional time due to the hurricane. This caused the pacing calendar to be adjusted and some were not on pace due to students lack of previous skills and standards. Teachers either moved too fast and students did not gain adequate understanding of the standards or too slow that they did not have exposure to all grade level standards. Intervention time was allocated but it was not implemented consistently. One grade level had staff shortages and long term subs were used.

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.

Math had the greatest gap when compared to the state. We believe that is due to lack of knowledge behind the new BEST standards and curriculum.

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

The area that showed he most improvement is science. We've consistently grow over the last few years. This past year we grew 5% which resulted in a 57% overall. We updated our science plan and implemented it consistently. Our STEM teacher attended 5th grade data day and collaborated with the team on what she could incorporate during STEM time. We had a 5th grade science fair. Experiments and activities occurred weekly. Fifth grade incorporated science vocabulary lessons. They adhered to the district's pacing and curriculum guides. They tracked their student's formative assessment scores and revised their action plan steps when needed. Science occurred every day given the time on the master schedule. We spent more time during collaborative planning diving into the standards and seeing what is expected on each test- backwards design.

We also grew in ELA learning gains. We were at 58% last year and this year 71%. We strengthened our MTSS process. We implemented T2/3 resources with fidelity. Our intervention room was consistent. It was staffed throughout the entire year. We tracked students progress weekly/bi week based on their intervention tier. We formulated groups by our district's reading deficiency plan. We met frequently to discuss students' progress in ELA. We continued to meet week during collaborative planning. We adjusted groups earlier on this past year. Our leadership team met with teams to update their intervention plans. Child talk occured monthly and MTSS meetings weekly. More students were receiving exactly what they needed.

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

1. Attendance in all grades
2. Level 1 and 2's on FAST assessment in Reading and Math

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

1. Standard based instruction in all academic areas (achievement) main focus on Math
2. Small group instruction
3. Coaching
4. Collaborative Planning

Area of Focus

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

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Math Achievement went from 63% to 48%.
 Our ELA Achievement went from 57% to 56%.
 Our Science Achievement went from 52% to 57%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase Math Achievement from 48% to 63% on the EOY FAST assessment.
 Increase Reading Achievement from 56% to 62% on the EOY FAST assessment.
 Increase Reading Achievement in third grade from 43% to 58% on the EOY FAST assessment.
 Increase Math Learning Gains from 58% to 60% on the EOY FAST assessment.
 Maintain 71% in ELA Learning Gains.
 Increase Science from 57% to 63% on the EOY FAST assessment.
 Increase Math L25 from 49% to 55% and Reading L25 from 59% to 60% on the EOY FAST assessment.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walkthrough data will be collected weekly over explicit standards-based instruction. Lesson plans will be monitored for standards-based instruction that aligns with our proficiency scales and district pacing guide. During collaborative planning, we will review assessment data and adjust plans as needed toward further success. We will thoroughly plan for standards-based instruction and it will be recorded weekly during those sessions. Coaches will provide coaching and modeling for the teachers. This will be tracked and monitored for instructional improvement. It will be tailored to specific needs. We will consistently evaluate all grade levels' progress toward meeting end-of-year standards to ensure everything is implemented with fidelity.

Person responsible for monitoring outcome:

Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Reading- LLI, SIPPS, Benchmark Phonics- Skills Bag, Benchmark Interventions, Haggerty, Quick Reads, and Guided Reading resources will be used to provide targeted instruction for students identified as in need of Tier 2 and Tier 3. Benchmark will be used for CORE.

Math- Do the Math, FOCUS Math program, and Reveal Intervention will be used to improve targeted instruction for students identified as needing additional intervention support. Reveal curriculum will be used for Tier 1 instruction.

Hattie's Highly Effective Strategies

CCPS Curriculum guides, pacing calendars, Proficiency Scales

BEST standards, B1G-M

Computer programs that have been district approved

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier 2-3 intervention programs are ESSA-rated and support differentiated instruction to meet the needs of students. They have been identified for impact on students achievement. We focus on using programs with a strong rating.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will utilize proficiency scales to create lessons that adhere to BEST standards. Teachers will also utilize the district's Canvas courses for Unit Pacing Guides and pacing calendars to ensure they are staying on track. (Weekly Walkthroughs and lesson plan checks).

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

By When: By the end of each month. Monitored weekly to ensure we are on pace for the entire year.

Utilize tier 2/3 resources during blocks of time established on the master schedule (evidence-based). Groups will be created and monitored every 4-6 weeks based on data in EDIS. Teachers will input and monitor interventions and track progress.

- Teachers will use the district's Striving Readers Plan and data for other academic areas to group students in the accurate intervention program by need. We will also reference the CERP plan for our district/state specifically for ELA.

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

By When: By the end of each quarter.

Action teams and PLC's will meet monthly. All are based on our school's goals and initiatives. Agendas will be created and minutes will be shared.

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

By When: By the end of each month.

PD plan will be established and shared with staff. Teachers will implement the learned PD in their classroom and coaches will assist and provide additional support to ensure it is increasing their instructional environment. (New frameworks for ELA and Math, Hattie's Highly Effective Strategies, Key Lit, Guided Reading, etc)

Person Responsible: Allie Gregory (allie.gregory@yourcharlotteschools.net)

By When: A week before the month starts.

A plan for Reading (including Guided Reading), Math, and Science has been created and will be shared and implemented with fidelity by instructional staff.

Specials will incorporate grade level Reading, Math and Science standards including important vocabulary words in their daily instruction.

Person Responsible: Melissa Abreu (melissa.abreu@yourcharlotteschools.net)

By When: Beginning of the year. Monitored monthly until end of year.

Instructional coaches with administration will facilitate weekly collaborative planning sessions to discuss data and provide support on how to develop benchmark-aligned lessons.

Each month our district's Reading and Math CIAs will come in for mini 2-hour unit planning sessions. Coaches will also lead these sessions.

Person Responsible: Melissa Abreu (melissa.abreu@yourcharlotteschools.net)

By When: By the end of the year. Will be monitored weekly and monthly.

Instructional rounds and coaching cycle sessions will be calendared and updated weekly to support teachers. They will model the implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks and standard-based instruction.

Person Responsible: Allie Gregory (allie.gregory@yourcharlotteschools.net)

By When: By the end of the year. Will be monitored weekly and monthly.

FCAT boot camp will occur before testing. Fifth grade will review standards taught in previous grades.

Tutoring will be provided after school for students in 3rd-5th a few months prior to their FAST assessment.

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

By When: By the middle of Quarter 4.

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

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

By When: After PM1, PM2 and PM3.

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

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

By When: By the end of the year. Will be monitored weekly and monthly.

Walkthroughs will be completed and recorded on a form. Data will be collected and then used to make instructional changes. Coaches will meet with admin and formulate a plan to help and support teachers and paras to continue our improvement of Tier 1 instruction.

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

By When: By the end of the year. Will be monitored weekly and monthly.

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 the case manager present during specials. CORE will review meeting notes and monitor Tier 2/3 students (L25 included) CORE will be responsible for a caseload of L25 students.

Person Responsible: Damion Williams (damion.williams@yourcharlotteschools.net)

By When: By the end of each quarter.

Teachers will plan and implement daily small group instruction per time allocated on the master schedule. Small group instruction is noted in their lesson plans and is aligned with their grade level's BEST standards. These groups are formulated based on student instructional needs and data from recent assessments.

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

By When: By the end of the year. Will be monitored weekly and monthly.

Students will have their own Data Leadership Notebook which includes proficiency scales that are used daily. The data tracked will be student, classroom, and school wide. Student-led conferences will be held twice a year. We've set aside 30 minutes each Monday to complete this.

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

By When: By the end of the year. Will be monitored weekly and monthly.

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD subgroup fell below the 41% of ELA achievement proficiency (23% to 20%)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

SWD subgroup will increase from 20% to 41% overall.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walkthrough data will be collected weekly over explicit standards-based instruction. Lesson plans will be monitored for standards-based instruction that aligns with our proficiency scales and district pacing guide. During collaborative planning, we will review assessment data and adjust plans as needed toward further success. (Formative assessments, exit tickets, pre/post assessments) We will thoroughly plan for standards-based instruction and it will be recorded weekly during those sessions. Each month ESE meets with their inclusion teachers and an agenda and meeting minutes will be collected. Coaches will provide coaching and modeling for the teachers. This will be tracked and monitored for instructional improvement. It will be tailored to specific needs. We will consistently evaluate all grade levels' progress toward meeting end-of-year standards to ensure everything is implemented with fidelity. We will analyze students T2/3 Dibels Data. We will collect data and evaluate students' progress towards meeting their individual IEP goals

Person responsible for monitoring outcome:

Kristina Kelch (kristina.kelch@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Benchmark and Reveal will be used for CORE. Goals will be met through the use of CORE and evidence based instructional strategies and programs for Reading and Math. Reading- LLI, SIPPS, Benchmark Phonics, Heggery, Quick Reads, and Guided Reading resources will provide targeted instruction for students identified as in need of Tier 2 and Tier 3. Math- Do the Math and FOCUS Math program, Reveal Intervention will be used to improve targeted instruction for students identified as needing additional intervention support. Inclusion model services will be provided- UDL. Targeted ESE support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Tier 2-3 intervention programs are ESSA-rated and support differentiated instruction to meet the needs of students. They have been identified for impact on students' achievement. Research states inclusion is the least restricted environment for SWD.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

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

By When: By the end of each month.

During IEP meetings, specially designed instruction and accommodations 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. If accommodations are not being met collect data to change accommodation.

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

By When: By the end of each quarter.

Inclusion and ESE teachers plan monthly, ESE Liaison is present and support is provided. The schedule is created and followed daily. Monthly PD focus based on data. The ESE department will meet monthly with ESE and inclusion to check in on students' progress.

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

By When: By the end of each month.

ESE will meet weekly during CP and discuss the data plan for further instruction. Proficiency scales and pacing guides will be used daily. CORE curriculum using grade-level standards will be utilized during ELA/Math blocks. Lesson plan and walkthrough feedback will be provided. Both should include grade-level standards.

Person Responsible: Melissa Abreu (melissa.abreu@yourcharlotteschools.net)

By When: By the end of each month.

Maximize push-in support- SWD- 45 mins a day for ELA and 30 mins for Math. ESE teachers have one primary grade and one intermediate grade (3 teachers). This year we've divided the students into more classrooms for a smaller group size for learning time to be maximized. Learning will occur in small groups. These groups are created based on areas of need. Teachers will use prior assessment data to instruct and expose students to grade-level standards. ESE teachers have equal caseloads.

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

By When: By the first month.

Paraprofessionals will continue to push in during core blocks of time to provide additional support based on academic need.

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

By When: By the first month.

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

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

By When: By the end of each quarter.

#3. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

About 22% of our student population are missing more than 10% of school.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will decrease the number of students from 22% to 12% who are missing 10% of school days or more.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Data will be tracked on our WIG wall, in each classroom, and in student leadership notebooks weekly and monthly. Our leadership teams will track the number of rewards given per month for each area. (Attendance, Academics, Behavior etc) Core and attendance team will review data monthly and share with staff. Data will be pulled from EDIS and FOCUS. Meetings will be scheduled with families to discuss attendance concerns.

Person responsible for monitoring outcome:

Kalee Joiner (kalee.joiner@yourcharlotteschools.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will use Check and Connect with selected students. PBIS will be our foundation to support academic growth and strengthen our attendance rates. Tiered interventions will be implemented based on student need. We will reference EDIS for those specific interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We will continue to strengthen our positive classroom instructional environment. We need students in the classroom to receive instruction and increase success. We will continue working together with families to build a strong partnership in their child's education.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The attendance team will meet bi-weekly to review attendance data. Letters, postcards, and conferences will be sent home or scheduled as needed. During these meetings, data will be collected and discussed. This will be shared at CORE. We will evaluate our progress toward our goals and adjust as needed.

Person Responsible: Vicky Daly (vicky.daly@yourcharlotteschools.net)

By When: By the end of each month.

Information about the importance of having your child here all day every day will be provided monthly in our newsletters (social media will be used to share). We will randomly reward families who have met the target in each grade level per month.

Person Responsible: Vicky Daly (vicky.daly@yourcharlotteschools.net)

By When: By the middle of each month.

Liveschool will be used to reward students for Positive Behavior Choices daily. The data will be tracked on our school-wide wildly important goal board. This will be shared at CORE. We will evaluate our progress toward our goals and adjust as needed.

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

By When: By the end of each month.

Teachers will be recognized monthly for their accomplishments efforts, and contributions to our students' success regarding academics, behavior, and attendance.

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

By When: By the end of each month.

Our FRE will provide monthly events for our families. Our AFA will lead Professional Development for parents/guardians that mirror our goals for this year. Instructional practices will be shared in order for families to help their child(ren) learn and grow. Students can also check out books during their time in the FRE.

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

By When: By the end of each quarter.

Student leadership notebooks will be used daily to track their academic, behavior, and attendance progress. Two leadership notebook days will occur for families to view their child's progress and accomplishments.

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

By When: By the end of each quarter.

Leadership and admin will plan monthly boosters to maintain a positive school culture and environment that foster a love of learning. We will continue to build on our culture and common language by focusing on the book *Culturize and Live Your Excellence* by Jimmy Casas! This book study expresses that we concentrate on every student, every day, whatever it takes. We do this by "cultivating a community of learners by behaving in a kind, caring, honest, and compassionate manner in order to challenge and inspire each member of the school community to become more than they ever thought possible.

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

By When: By the end of each quarter.

We will recognize good and improved attendance with many different incentives. They will be rewarded individually, as a class, and as a grade level. We also have monthly challenges.

Person Responsible: Vicky Daly (vicky.daly@yourcharlotteschools.net)

By When: By the end of each month.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Schoolwide Improvement funds are allocated to schools annually as a per-pupil allocation based on Survey 3 FTE data. Supplemental federal funds are allocated to schools as requested by school leadership and based on need. Schools complete the Federal Programs Consultation Survey to request funds needed to support their school improvement areas of focus. The federal programs team reviews each request and approves on an individual basis giving priority to schools designated as CSI, TSI, and ATSI respectively.

We plan to use our School Improvement Funds to purchase academic materials that correlate to our action steps per area of focus. Staff and students will be using these academic materials to further their success. (For instance- incentives, rewards, copies, intervention resources, organizational materials, technology, pd materials, modeling resources, etc)

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Kindergarten had 37% of students below grade level at the end of the 22-23 school year.
 First grade had 52% of students below grade level at the end of the 22-23 school year
 Second grade had 37% of students below grade level at the end of the 22-23 school year.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Third grade had 57% of students below grade level at the end of the 22-23 school year.
 Fourth grade had 42% of students below grade level at the end of the 22-23 school year.
 Fifth grade had 30% of students below grade level at the end of the 22-23 school year.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Kindergarten increase the number of students on grade level by 12% to reach 75%.

First grade increase the number of students on grade level by 18% to reach 70%.

Second grade increase the number of students of grade level by 7% to reach 70%

Grades 3-5 Measurable Outcomes

Third grade increase the number of students on grade level by 16% to reach 58%.

Fourth grade increase the number of students on grade level by 2% to reach 60%.

Fifth grade will maintain the number of students on grade level and reach 70%.

Monitoring**Monitoring**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Walkthrough data will be collected weekly over explicit standards-based instruction. Lesson plans will be monitored for standards-based instruction that aligns with our proficiency scales and district pacing guide. During collaborative planning, we will review assessment data and adjust plans as needed toward further success. We will thoroughly plan for standards-based instruction and it will be recorded weekly during those sessions. Coaches will provide coaching and modeling for the teachers. This will be tracked and monitored for instructional improvement. It will be tailored to specific needs. We will consistently evaluate all grade levels' progress toward meeting end-of-year standards to ensure everything is implemented with fidelity.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Kelch, Kristina, kristina.kelch@yourcharlotteschools.net

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading- LLI, SIPPS, Benchmark Phonics- Skills Bag, Benchmark Interventions, Haggerty, Quick Reads, and Guided Reading resources will be used to provide targeted instruction for students identified as in need of Tier 2 and Tier 3. Benchmark will be used for CORE.

Hattie's Highly Effective Strategies

CCPS Curriculum guides, pacing calendars, Proficiency Scales

BEST standards

Computer programs that have been district approved

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Tier 2-3 intervention programs are ESSA-rated and support differentiated instruction to meet the needs of students. They have been identified for impact on students achievement. We focus on using programs with a strong rating.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Action teams and PLC's will meet monthly. One of our action teams is focused around Literacy. Agendas will be created and minutes will be shared.	Joiner, Kalee, kalee.joiner@yourcharlotteschools.net
Literacy Leadership will take place monthly. The group is composed of our Instructional Leaders per grade level. Important information will be shared regarding Raise, data, coaching etc. We will formulate next steps to continue improving our literacy instruction. Agendas will be created and minutes will be shared.	Kelch, Kristina, kristina.kelch@yourcharlotteschools.net
Instructional coaches with administration will facilitate weekly collaborative planning sessions to discuss data and provide support on how to develop benchmark-aligned lessons. Collaborative planning has been updated to support our needs and initiatives as a school.	Joiner, Kalee, kalee.joiner@yourcharlotteschools.net
Planning sessions with C&I's or Coaches will be provided monthly for ELA.	
Instructional rounds and coaching cycle sessions will be calendared and updated weekly to support teachers. They will model the implementation of instructional frameworks, instructional practices, and utilization of student tasks aligned to benchmarks and standard-based instruction.	Kelch, Kristina, kristina.kelch@yourcharlotteschools.net
Benchmark coaching will also be incorporated monthly. It will be focused on greatest need and pertain to certain grade levels.	
School/district data days will be scheduled. District and formative assessments will be reviewed and goals/action steps will be created/modified. Data is also discussed at Collaborative Planning weekly and monthly.	Joiner, Kalee, kalee.joiner@yourcharlotteschools.net
Data will collected and recorded as a school, classroom, grade level, and individually. Templates have been shared for all.	
Tier 2 and 3 data will be looked at quarterly. Adjustments will be made at that time if students are or are not showing progress. If needed, they will go through the MTSS process and document it in EDIS. (data included) Tiered groups will be created with coaches assistance and align to our district's Reading Plan.	Joiner, Kalee, kalee.joiner@yourcharlotteschools.net
A school wide plan for Reading (including Guided Reading) has been created and will be shared and implemented with fidelity by instructional staff.	Kelch, Kristina, kristina.kelch@yourcharlotteschools.net
PD plan will be established and shared with staff. Teachers will implement the learned PD in their classroom and coaches will assist and provide additional support to ensure it is increasing their instructional environment. (New frameworks for ELA, Hattie's Highly Effective Strategies, Key Lit, Guided Reading, Mondo, DRA, Interventions, etc)	Joiner, Kalee, kalee.joiner@yourcharlotteschools.net

Action Step**Person Responsible for Monitoring**

Walkthroughs will be completed and recorded on a form. Data will be collected and then used to make instructional changes. Coaches will meet with admin and formulate a plan to help and support teachers and paras to continue our improvement of Tier 1 instruction in ELA.

Kelch, Kristina,
kristina.kelch@yourcharlotteschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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. (ESSA 1114(b)(4))

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

Our SIP will be shared with our staff during a Tuesday Morning Meeting. We will review data pertaining to each action step and goal and update the progress on our plan monthly. This information will be added to our Powerpoint and sent for staff to analyze. We will have continual discussions in regard to where we are in achieving our goals. These discussions will take place during our leadership meetings, CP, data, etc. Our SIP will be discussed at our BOY and MOY SAC meetings. Any input and feedback is welcomed. Our SIP will be added to our website so families can view our goals and action steps for the year.

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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Families and volunteers are always welcome on campus. They help promote a positive culture by being present in the school environment and helping to support school-wide initiatives. Families are encouraged to attend our family events held before, during, or after school. The time spent together to build positive relationships with all stakeholders. We will continue to build relationships with families and the community through family spirit nights. These spirit nights are hosted by 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. Communication is vital to help us all grow. Parents are provided midterms, report cards, and student progression plans that state their child's academic progress. They also have access to their child's FOCUS portal to view assessment data. Student Leadership Notebooks will be shared twice during the school year with families to see their child's progress and success. We keep everyone informed on KES website, Facebook, and Remind.

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. (ESSA 1114(b)(7)ii)

Teachers will adhere to the master schedule. The master schedule has mandated minutes for each academic area in addition to T 2/3 for Reading and Math. Instructional staff will partake in Professional Learning sessions to strengthen their practice. The information gained will be shared with students. Students are ability grouped in our TAG program. Our inclusion and TAG teachers have training that pertains to their student population.

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). (ESSA 1114(b)(5))

We adhere to all state and district guidelines while completing our SIP plan. We include resources that are evidence-based and show a high effect size for student achievement. We work closely with Head Start Pre-K since they are part of our Kingsway family. We work with outside organizations and allow them to use our facility. (Girl Scouts, Good News Club, etc)

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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. (ESSA 1114(b)(7)(iii)(I))

Our Mental Health Team provides individual, small group, and classroom support. They focus on resilience standards. They are on hand for any crisis situations. They refer families to outside community services and provide them with resources. We implement the check and connect mentor system with a selected group of students. We have a food and clothing pantry that our social worker oversees. This is given to families who are in need. This is supported by our community and local organizations. Students are exposed to the Well-Being curriculum daily. Well-Being teaches kids how to self-regulate and have a growth mindset. It builds empathy, resilience, and empowerment. Each lesson focuses on a word or topic that is relatable to students' lives. The curriculum helps develop stronger academic and social skills. It improves student engagement and connects with school and community. Students can also share what is learned with their families.

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. (ESSA 1114(b)(7)(iii)(II))

The director for CTE has developed a three-year plan to integrate career education at all levels. Our superintendent wants to ensure all students graduate with a plan for enrollment, employment, or enlistment. The plan CTE has established will help students be successful.

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 ESSA 1114(b)(7)(iii)(III).

Students are identified initially through child talk. Interventions are discussed and implemented through our MTSS process based on students' individual needs. Their progress is tracked and monitored closely based on their tiered level of support. MTSS meetings occur weekly for students who have been identified. This information is communicated with families.

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. (ESSA 1114(b)(7)(iii)(IV))

Our district supports our new educators with the NET program which includes coursework aligned with our evaluation system and Harry Wong's professional development that focuses on classroom management. There are additional table talk discussions they can attend monthly focused on hot topics that relate to first-year teaching. New educators are also given a peer mentor. The expectation is that they meet weekly and provide unwavering support throughout the school year. We provide in-school professional development on, PBIS, Engagement, Thinking Maps, Backwards Design, Hattie's Research, Intervention programs, and Core Curriculum. Coaches will attend monthly Coaching PD to support teachers. Teachers participate in Key Literacy and District Learning Communities for Reading and Math monthly. These focus on improving their teaching instruction for students to be successful.

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

Kingsway has its own Pre-K program through Baker. This year we will have two but one belonging to KES. Our Pre-K classrooms are invited to participate in all of our school-wide events. When students and families attend these events they are more familiar with the expectations.