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Kingsway Elementary School

23300 QUASAR BLVD, Port Charlotte, FL 33980

<http://yourcharlotteschools.net/kes>

Demographics

Principal: Carole Johnston

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: B 2015-16: B 2014-15: B 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Student Success!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Johnston, Carole	Principal	
Currier, Sandi	Attendance/Social Work	
Marsh, Darlene	Other	ESE Liaison
Hotchkiss, Jessica	Instructional Coach	
Forbus, Natasha	Assistant Principal	
Turner, Sheila	Guidance Counselor	
Kopp, Kimberly	Psychologist	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	76	103	110	105	94	119	0	0	0	0	0	0	0	607
Attendance below 90 percent	9	12	14	10	12	17	0	0	0	0	0	0	0	74
One or more suspensions	2	3	2	3	6	15	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	10	6	26	0	0	0	0	0	0	0	42
Level 1 on statewide assessment	0	0	0	25	26	28	0	0	0	0	0	0	0	79

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	0	6	4	24	0	0	0	0	0	0	0	38

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	7	1	5	0	1	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

39

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	13	7	7	19	13	0	0	0	0	0	0	0	71
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	15	22	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	42	36	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	2	11	13	0	0	0	0	0	0	0	27

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	12	13	7	7	19	13	0	0	0	0	0	0	0	71
One or more suspensions	0	1	2	1	1	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	2	15	22	0	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	18	42	36	0	0	0	0	0	0	0	96

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	1	2	11	13	0	0	0	0	0	0	0	27

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	53%	62%	57%	55%	59%	56%
ELA Learning Gains	51%	57%	58%	47%	52%	55%
ELA Lowest 25th Percentile	50%	50%	53%	34%	41%	48%
Math Achievement	57%	63%	63%	64%	65%	62%
Math Learning Gains	62%	54%	62%	59%	54%	59%
Math Lowest 25th Percentile	48%	42%	51%	47%	39%	47%
Science Achievement	43%	54%	53%	62%	66%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	76 (0)	103 (0)	110 (0)	105 (0)	94 (0)	119 (0)	607 (0)
Attendance below 90 percent	9 (12)	12 (13)	14 (7)	10 (7)	12 (19)	17 (13)	74 (71)
One or more suspensions	2 (0)	3 (1)	2 (2)	3 (1)	6 (1)	15 (2)	31 (7)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	10 (2)	6 (15)	26 (22)	42 (39)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	25 (18)	26 (42)	28 (36)	79 (96)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	69%	-9%	58%	2%
	2018	65%	63%	2%	57%	8%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	54%	57%	-3%	58%	-4%
	2018	46%	54%	-8%	56%	-10%
Same Grade Comparison		8%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-11%				
05	2019	45%	56%	-11%	56%	-11%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		-6%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	70%	-14%	62%	-6%
	2018	65%	69%	-4%	62%	3%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2019	62%	60%	2%	64%	-2%
	2018	57%	61%	-4%	62%	-5%
Same Grade Comparison		5%				
Cohort Comparison		-3%				
05	2019	58%	56%	2%	60%	-2%
	2018	67%	62%	5%	61%	6%
Same Grade Comparison		-9%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	52%	-10%	53%	-11%
	2018	60%	63%	-3%	55%	5%
Same Grade Comparison		-18%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	36	44	28	47	42	16				
ELL	20	27		50	80		9				
BLK	49	59		46	64		23				
HSP	43	47	46	47	59	53	24				
MUL	58	62		54	38						
WHT	56	50	44	64	64	46	53				
FRL	49	54	57	53	64	54	29				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	32	37	32	36	36	28	50				
ELL	33	42		47	50						
ASN	40			70							
BLK	48	54		56	55		60				
HSP	51	51	36	53	53	45	57				
MUL	67	40		76	73						
WHT	57	45	33	68	58	50	60				
FRL	54	50	48	60	56	50	65				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index

ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	419
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data**Students With Disabilities**

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science - 43% Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time.

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

Science lost 19%. Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time.

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

Science at 43% had a 10% gap from the state average of 53%. Of a class of 120 fifth grade students, 46 students were identified as students with disabilities. The district adopted a new Science curriculum, Pearson Elevate. Stem Scopes, a resource that our teachers had relied on in the past was no longer available to them. Fifth grade departmentalized instruction for the first time. The drop in science scores was evident across the district, which dropped 12%.

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

We improved 16 points in ELA lowest quartile gains. We departmentalized in fifth grade. We equalized student caseloads for ESE push in teachers. We implemented new programs such as: Top Score Writing, Orton-Gillingham Phonics, Newsela, and Reading Eggs with students.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our biggest area of concern, that we can affect, is to take a closer look at those students who are showing course failure in ELA or Math throughout the school year.

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

1. Science achievement for all students
2. ELA achievement for ELL students and SWD
3. ELA learning gains for ELL students
4. Math achievement for all students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Achievement
Rationale	Science achievement dropped by 19 points
State the measurable outcome the school plans to achieve	We plan to increase our Science achievement by 19 points.
Person responsible for monitoring outcome	Carole Johnston (carole.johnston@yourcharlotteschools.net)
Evidence-based Strategy	<p>Spiraling curriculum of science in grades K-5. Scholastic Science Spin Magazine subscriptions for grades 1 & 2 Newsela online subscription for high-interest non-fiction articles that complement our Science curriculum. Daily Moment of Science on morning announcements Weekly Science Challenge</p> <p>Science notebooks for all students grades 2-5 Science vocabulary word walls in all classrooms and common areas Science Coach workbooks for all 5th grade students Daily Science review in 5th grade classrooms Teachers will plan science lessons that match the test item specs for the 5th grade FSSA.</p>
Rationale for Evidence-based Strategy	<p>Students are given multiple opportunities to interact with science standards throughout all grade levels. Other schools throughout the district have shown success in science through the use of the Science Coach workbooks and the Daily Science Moments. Science Spin Magazine provides non-fiction articles that address NGSS as well as a hands on STEM activity.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. The STEM teacher will post the weekly Science Challenge outside her classroom and send out to teachers each Monday. She will recognize correct answers weekly. 2. Each classroom teacher will include grade level specific Science vocabulary on their word walls. 3. Grade 5 Science teachers will use Science Coach workbooks to supplement science curriculum. 4. Spiral review will be conducted through the Daily Moment of Science and documented in the science notebooks. 5. Small group instruction provided by ESE Support Facilitators. 6. ELL para professional will provide support to ELL students; specifically in Science vocabulary. 7. Teachers in grades 1 and 2 will provide direct Science instruction using high interest articles and activities from Science Spin Magazine. 8. Teachers in grades 3-5 will use Newsela to provide high interest non-fiction Science articles for their students at appropriate lexile levels.
Person Responsible	Carole Johnston (carole.johnston@yourcharlotteschools.net)

#2**Title** ELA Achievement for ELL students and SWD**Rationale** Both sub-groups were cited for falling below 41% in achievement.**State the measureable outcome the school plans to achieve**

The overall goal in ELA achievement is to increase by 7% to 60%. The goal for ELL students and SWD is to raise achievement to 41% or higher.

Person responsible for monitoring outcome

Carole Johnston (carole.johnston@yourcharlotteschools.net)

Evidence-based Strategy

Daily scheduled classroom support from a ELL para-professional for ELL students.

English in a Flash for all Tier A ELL students.

Reading Eggs available for all SWD and ELL students.

Push-in support provided for SWD by ESE Support Facilitators

ESE Support Facilitators will pull small groups for interventions during III instruction to concentrate on specific skill gaps.

Rationale for Evidence-based Strategy

Reading Eggs were used with a small group of struggling readers during the 2018-19 school year. Those students showed considerable gains in their ELA achievement. Students will be encouraged to use the program for at least 45 minutes each week for optimal growth.

Renaissance Learning provides research supporting the use of English in a Flash with ELL students.

Small group instruction, such as what is provided by the ELL para-professional and ESE Support Facilitators, has a proven track record of improving student outcomes.

Action Step**Description**

1. Students using Reading Eggs are tested to determine their instructional level. Students spend up to 30 minutes each day working at their instructional level within the program. The program is adaptive to student needs. The program is correlated to state standards.

2. Students spend 15-20 minutes each day in English in a Flash. Students gain English language fluency through accelerated English language learning.

3. ESE Support Facilitators spend 45 minutes each day working in small groups with SWD.

Person Responsible

Natasha Forbus (natasha.forbus@yourcharlotteschools.net)

#3

Title	Math Achievement
Rationale	KES students showed a 7% drop in math achievement, only showed a 3% increase in learning gains overall and a 1% increase in lowest quartile math gains.
State the measureable outcome the school plans to achieve	Math achievement will rise by 7 points to 64% and lowest quartile will increase by 12 points to 60%.
Person responsible for monitoring outcome	Carole Johnston (carole.johnston@yourcharlotteschools.net)
Evidence-based Strategy	Use of Ready Classroom Math curriculum. Teachers will receive specific Ready Math PD in best practices Small group instruction in math Support of math instruction by the ELL para-professional and ESE Support Facilitators Reflex Math - Fact Fluency Practice iknowit - Math Lessons aligned with State Standards Support Coach workbooks to provide additional practice for struggling learners in math Small group instruction has a proven track record of increasing student achievement. Reflex Math supports math fact fluency iknowit provides students with additional practice of grade level specific math curriculum. Support Coach provides students with additional practice on specific math standards
Rationale for Evidence-based Strategy	
Action Step	
Description	1. Use of LESRA lessons and math discourse utilizing the Ready Classroom Curriculum. 2. Use of Support Coach Math workbooks during iii time. 3. Daily use of the Reflex Math to increase math fact fluency. 4. Small group instruction provided by ESE Support Facilitators. 5. ELL para professional will provide support to ELL students during math instruction.
Person Responsible	Carole Johnston (carole.johnston@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Kingsway Elementary will track student attendance, words read (through AR), and behavior through Live School and FOCUS.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Many school activities and events are made possible through the support of our Kingsway Parent Teacher Organization (PTO) and our many local business partners. Our PTO's main function is to raise funds to provide resources for teachers and students. The funds raised are used to sponsor PTO Mini-Grants for teachers, provide supplemental materials for classrooms, fund buses for field trips and provide many other resources for our school. The PTO coordinates many family involvement events throughout the school year: Family Book Fairs, Fall Festival, Winter Palooza, and Cougar Fun Run. These events are provided free of charge to our Kingsway families. Canned goods are collected at these events that are later donated to the local food bank.

Business partnerships are cultivated and sustained from year to year. Many sponsor monthly family spirit nights at their establishments and give back a portion of the proceeds to our school. These spirit nights encourage families to gather together and build family-school connections. Businesses in turn sponsor faculty/staff recognition throughout the school year.

Parents are encouraged to check their students LiveSchool accounts daily. LiveSchool is a web-based program/app which allows teachers to recognize students for their positive choices as well as indicate when students are not following rules and procedures. Parents have live-time access to their student's LiveSchool account throughout the day by logging in with a mobile device. Students earn points for making positive choices which they may use to purchase various classroom and school-wide reports.

Parents also have access to the Remind app which allows two-way communication with their students' teachers and the school without sharing of phone numbers or email addresses.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

As new students enroll at Kingsway Elementary, their cumulative records are reviewed by the school office personnel, administration and the classroom teacher. If any "red flags" are found in the records, the records may be referred to the ESE Liaison, school counselor, school psychologist or school social worker for additional guidance. Office personnel diligently solicit information from previous schools so that we have the clearest picture of a student's academic journey. Parents are also contacted when additional information is required. When a student transfers from Kingsway, all cumulative record information is

shared with the new school including state testing data and MTSS forms, as well as ESE/ IEP paperwork.

Our School Social Worker spends three days each week in our building. While on campus, she meets with students to address their most pressing needs. She is able to refer parents to available services within our community.

Our Professional School Counselor holds small group counseling on an as needed basis.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Each spring we host a Head Start Promotion ceremony for the Head Start program that is housed in our school. Many of these students will attend kindergarten the following year at Kingsway.

Kindergarten Round-up takes place in April/ May of each year, at which parents of incoming kindergarten students are encouraged to register their children for the upcoming school year. Kindergarten visit day is in May for those kindergarten students who have already registered. We hold a separate Open House for incoming kindergarten students and their parents. During the first week of school, kindergarten students have a staggered entrance to ease the anxiety of the transition into kindergarten. This allows kindergarten teachers the ability to teach procedures and expectations to smaller groups of students.

For fifth grade ESE students, the ESE liaison meets with the teachers and the parents to discuss programs available at the middle school for the following year. Students from our Communication Disorder unit visit the middle school they will attend the coming year during a special school tour coordinated by our ESE Liaison and Behavior Specialist.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

School leadership meets monthly with all program planners to discuss resources and alignment to curriculum and standards. The lead teacher is involved in these meetings to build the dialogue among all faculty members. Teachers participate in data team meetings after administration of diagnostic assessments to examine student data and to make changes to instruction based upon the data. Academic interventions and enrichment activities are planned based on the data that is collected through diagnostic assessments. The data is also shared with our Partnership Performance Council (PPC). The PPC makes suggestions on how to improve instruction. Each grade level team meets weekly. Team meetings are used to discuss team planning and best practices for instruction. Regularly scheduled faculty meetings are held twice a month. During these faculty meetings various professional development activities are offered based upon faculty and curricular needs.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

During our annual Title I meeting and Open House, several local not-for-profit organizations set up manned displays to inform the school's parents of free or low cost activities available to their children and/or services available to assist struggling families. The Charlotte County

Health Department works with our Second Grade teachers to sponsor 2nd grade vision boards that allow students to set goals for future career aspirations. They also sponsor the Be A Hero program for fourth grade students. This program helps students be aware of disaster preparedness. Charlotte Harbor Environmental Center provides a two-day field trip for fourth grade students to learn about our local estuary. They gather funding from local businesses to pay for transportation and learning materials for students to complete prior to their trip.

Part V: Budget

1	III.A	Areas of Focus: Science Achievement	\$0.00
2	III.A	Areas of Focus: ELA Achievement for ELL students and SWD	\$0.00
3	III.A	Areas of Focus: Math Achievement	\$0.00
Total:			\$0.00