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# **School Improvement Plan 2016-17**

## **Kings Highway Elementary Magnet School**

Michael A. Grego, Ed.D.  
Superintendent

Pinellas County Schools





# Vision and Direction

School Improvement Plan 2016-17

## School Profile

<b>Principal:</b> Garyn H Boyd	<b>SAC Chair:</b> Paul Brook
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<b>School Vision</b>	The Vision of KHEMS is to create a Pre K-5 school that is highly regarded for its academic excellence, and for its contribution in actively serving the community in which it operates.
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<b>School Mission</b>	The mission of KHEMS is that 100% of our students reach at least one year of academic growth.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
357	1.4%	38.2%	28.4%	6.2%	25%	.6%

<b>School Grade</b>	<b>2016:</b> C	<b>2015:</b> C	<b>2014:</b> Select	<b>Title 1 School?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %	2016 %	2015 %
Proficiency All	48	45	45	48	30	46						
Learning Gains All	52		49									
Learning Gains L25%	50		31									

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Garyn	Boyd		
Asst Principal				
Asst Principal				
Asst Principal				
Asst Principal				
Instr. Coach (literacy)				
Instr. Coach (math)				
Other (specify) click here	Susan	Harrison		
Other (specify)	Heather	Oij		
Total Instructional Staff:		Total Support Staff:		



# School Culture for Learning

Connections: District Strategic Plan ●Goals 2, 3  
Marzano Leadership ●Domain 5

## School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Be Respectful, Be Responsible, and Be Safe are our school wide guidelines for success / expectations. The guidelines are posted in common areas all over our school campus, and they are posted in every classroom on campus. These guidelines are broken into what they look like and sound like by every class on campus. We reinforce our school wide expectations with a token economy system where students earn lion bucks for modeling behavior that fit with our school wide expectations as well as fit with the following 7 Habits of Successful Students adapted from Steven Covey’s work.

1. Be Proactive
2. Begin with the end in mind.
3. Work first then play
4. Think Win Win
5. Seek first to understand and then be understood
6. Synergize
7. Sharpen the Saw

2. What is your plan for ensuring that the school-wide expectations transfer to the classrooms? How does the school ensure that expectations are implemented equitably in the handling of student behavior?

All of our classes have a written behavior management plan that is posted in the form of what the school wide expectations look like / sound like, a hierarchy of both negative and positive consequences, and how to earn lion bucks for our school store.

Our plan is to collect Walk-Through data to monitor the School Wide Behavior Plan, share this data at PLC ‘s, and conduct student surveys three times during the year. We have a behavior menu that gives us a menu of behaviors and possible consequences / interventions. When teachers write a discipline referral for a non referral behavior we highlight the related part of the behavior menu, attach it to the referral and give it back to the teacher with an explanation. We discuss referrals at our SBLT meetings every week. We also share referral data with teachers and have transparent conversations at PLC’s that open dialogue about Tier 1 behavior management strategies, and data collection for monitoring behavior.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

Our plan begins with implementing professional development for staff to help decrease the gap between black and white student discipline infractions and to develop better strategies for when the infractions occur. This professional development will consist of article studies, conversations, and various planned awareness / reflections activities.

Our plan also includes the implementation of the 7 Habits of Highly Effect Students (The Leader in Me), monthly behavior assemblies tied to the Habits, classroom activities tied to the Habits, school token economy tied to the habits and school-wide expectations.

We have implemented two new referral forms for teachers to complete with their teams to notify SBLT of both behavior and academic concerns, strategies already implemented, and data collected supporting the need for intervention.

**Data-Based Problem Solving**

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

Our process begins with a referral form to SBLT that teachers complete with their grade level teams that gives the SBLT a picture of student behavior / teacher concern, interventions that have been tried with fidelity, and data that has been collected. SBLT talks about the student and the school Social Worker, School Psychologist, Guidance Counselor, or Principal conducts at least two observations to determine Tier 1 behavior fidelity and student behavior. The teacher and SBLT meet to discuss the observations and develop a plan from there. Plans include but are not limited to strategies that increase Tier 1 fidelity, Tier 2 interventions and data collection, referral to the school nurse or guidance counselor, and parent conference to develop plan that will help develop a team approach to changing student behavior. We monitor the students behavior / concerns / plan every week at SBLT, make changes to the plan as needed, and help align resources to meet the students needs.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboard, disparity gap or Healthy Schools data).

We talk about Tier 1 every week at SBLT. We talk about individual students every week at SBLT. We look at teacher referral forms to SBLT, discipline referrals, early warning systems, attendance data, progress monitoring data, baseball card data, Maps Assessment data, eSpark data, and iready data. Academic supports are in place within the core using the eSpark program which progress monitors students in both ELA and Math standards in a very differentiated manner. This support is monitored electronically looking at data, monitored by student artifact in the form of a student teaching video, and monitored by student journaling. Another way we provide academic supports within the core curriculum is by providing students with small group guided reading instruction.

**High Expectations for All**

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

As a school that has only been opened for two school years we are working diligently to have high expectations for all be ingrained in our school culture. We are working on this by implementing processes for sharing observation data, planning together to link learning activities to the rigor of the standard, planning as grade level teams using Marzano high yield strategies and Costas level of Complexity, and growing and learning through article studies during our after school PLC. We have developed three major building blocks that anchors our learning and maintains our focus on at least one years growth for 100 percent of our students. Those building blocks are all represented in the strategies we will use to meet our academic goals.

 **School Culture / SWBP / Key Strategies**

**Goal 1:** What is your primary goal and strategy to improve the overall culture, climate at your school?  
Goal: Kings Highway Elementary will increase the number of teachers who understand the MTSS plan for student behavior as measured by teacher pre / post assessment, progression of learning scale, and survey. The level of knowledge will show growth on two out of the three measures from September to May of the 2016-17 school year.

What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Time at every weekly PLC to discuss behavior data, interventions, teacher sharing, and reinforcing the MTSS process. Time scheduled on the calendar to have our School Psychologist provided coaching / PD on this topic and all related topics throughout the school year.	Susan Harrison, Guidance Counselor Molly McCulla, School Psychologist
<b>Goal 2:</b> What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed.	
Goal: Goal: During the 2016-17 school year Kings Highway Elementary will decrease the number of African American students who have at least one discipline referral from 5% of the AA population to 2.5%, as measured by the Area 2 Risk Ratio Formula.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We have two key strategies: PD for staff on reducing disparities paired with an AA focus group and mentors for our AA students.	Susan Harrison, Guidance Counselor



## Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5  
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

We have reviewed iObservation data, ongoing progress monitoring data, teacher self reflection data, and showed success in the area of implementation of standards based goals and scales in ELA, and tracking student progress in all areas. Our next step is to align learning activities to the rigor of the standards within the scale, increase the level of tracking student progress within whole group instruction related to the standards, and consistently and formally implement ongoing progress monitoring that includes standards based pre and post assessments.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

iObservation data shows us that majority of our instruction takes place in DQ 3 in the element Practicing, and not in cognitively complex task using high yield strategies. Although we only have 3<sup>rd</sup> grade FSA data so far that data is enough to show us that we are not teaching to the level of complexity we need to be to allow our students to be successful on this assessment.

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

The teachers at KHEMS use tracking student progress on the progression of learning scale as the key data to inform instruction in meeting state standards. However, we must do a better job of unpacking the standards and matching learning activities to the level of rigor of the standard in order for our students to find greater success.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

Using data to track student progress, increasing the level of Core fidelity, increasing the level of small group fidelity, and implementing individual interventions for students who need it inside and outside the school day.

**Standards-Based Instruction / Key Strategies**

Provide the following information on the key strategies that your school will use to increase the amount and quality of learning time. List the school-wide strategies that will be your focus for the coming year.

<b>Instructional Strategy 1</b>	
Increase the level of fidelity of small group ELA instruction	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Observation data, Lesson Plans	Garyn Boyd, Principal
<b>Instructional Strategy 2</b>	
Collaborative Planning using Costas Levels of Thinking and Marzano’s High Yield Strategies	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Lesson Plans, Observation data	Garyn Boyd, Principal
<b>Instructional Strategy 3</b>	
Match the learning activity to the level of rigor of the standard	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
iObservation data, Equip Protocol, Lesson Plans	Garyn Boyd, Principal
<b>Instructional Strategy 4</b> Utilizing project-based learning in appropriate settings	Garyn Boyd, Principal
How are data collected and analyzed : Lesson Plans, Observation data, student artifacts	



**Collaboration for Professional Growth**

Connections:

**District Strategic Plan** ●Goals 1,2,4,5  
**Marzano Leadership** ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship between teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

Although our survey results are positive, the growth area that will move us forward with collegiality and trust have to do with teachers and staff recognizing that everyone here works towards meeting the unique learning needs of all students. Another area of growth for us is to develop a professional learning program that is designed to build capacity among all professional and support staff members to meet their unique learning needs. We will develop a professional development plan for our support staff and CDA’s and continue to have our monthly support staff meetings. We will dedicate time at our weekly after school PLC to conversation led by our ESE teachers, School Psychologist, School Counselor, and Principal about how we can all work together to meet the unique needs of our students, including how boys learn, students who lack focus, ASD, Homeless, drug babies, and students who basic needs are met. Our goal is to be as transparent as possible and to have some difficult but amazing conversations.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

We have a designated 90 minute after school PLC every Wednesday dedicated to collaboration and data review.

**Professional Development**

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Technology integration, eSpark professional development, Marzano framework, Math planning, ELA goals and scales, Tracking student progress, and Project Based Learning. Yes last year’s PD did increase teacher effectiveness and student learning.  
 Our next steps are to grow in the area of developing greater fidelity and tracking of small group ELA instruction, greater emphasis on differentiating for student needs during whole group standards based instruction, developing greater teacher effectiveness with Marzano’s high yield strategies, and developing learning activities that match the rigor of the standards.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, Culturally Responsive Instruction or Data Driven Instruction).

**Targeted Trainings / Teacher and Staff Growth Areas**

Key trainings planned for summer / fall related to teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
eSpark	Pre-School	All	Increase growth on MAPS assessment
Marzano Key Instructional Strategies	June 2016	All	Increase in iObervation data of high yield strategies
Jan Richardson Guided Reading	Pre-School / ongoing	All	100% of teachers 1 <sup>st</sup> -5 <sup>th</sup> using the model with fidelity
Instructional Technology	Ongoing	All	Meet individual teacher needs as well as grow them in the areas of office 360, focus, and integration of technology in PBL
Project Based Learning	Summers	All	Creating Collaborative Problem Solvers

Miss Math Hot Talks, Cool Moves	Pre-School / September 29, 2016 When Just in Time Coach is Available	3 <sup>rd</sup> and 4 <sup>th</sup> K-5	Increased knowledge of effective math strategies
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## Family and Community Engagement

Connections: **District Strategic Plan • Goals 1,3,6,7**  
**Marzano Leadership • Domain 4, 5, 6**

**14.** Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

One very clear area of growth is in the area of communicating and gathering input from parents and community regarding school goals and school improvement initiatives. Add Class Dojo and School Dojo as another communication tool between school and home. Continue partnering with families during our monthly ESOL parent café and Artz 4 Life community meetings. We will add parent teas or forums four times next year so that our parents and the community has an additional opportunity to partner with us to increase students achievement. We will intentionally link our family events to learning by asking ourselves the following guiding questions as we plan each event; Do parents get to learn about a new tip or tool to support their child’s learning at home? Do parents get to practice a new skill or strategy to support their child’s learning?

**15.** Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in how to interpret and use student data via trainings, data chats or student-led conferences.

We meet monthly with our ESOL families and the Artz for Life program where many of our AA students go after school. We will continue with our parent trainings led by our Guidance Counselor. We will continue with our Kindergarten and Pre-K information nights, third grade information night, and curriculum nights, and add student led conferences for this school year.

### Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use the data to support your goals and strategies to better connect with families.

Planning Inventory	Very few of our families	Some of our families	Most of our families	Nearly all of our families
Families who have a parent PORTAL account and password	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Families who regularly log onto PORTAL to check student grades / progress	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who are in regular contact with teachers in person or by phone, text or email	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly visit the campus for meetings, conferences or school events	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families who report feeling welcome when visiting the campus or contacting the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

\*Note: Please use your own school data resources or best estimates in completing this inventory.

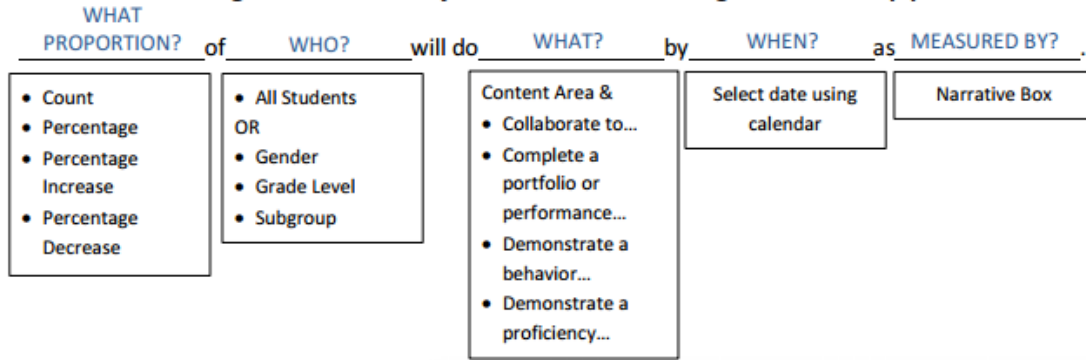
### Family Engagement / Key Strategies

<b>Goal 1:</b> What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Kings Highway Elementary will increase parent awareness of learning standards and expectations as measured by a pre and post parent assessment / survey. The proficiency level will increase by 75 percent from September to May for the 2016-17 school year. We will accomplish this goal by completing the following action steps:	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
We will plan all of our family events with the intention of increasing parent’s knowledge of the curriculum standards. These events will be fun yet practical and parents will leave with strategies to use with their children at home. We will also have material ready to share with parents regarding the Florida Standards at other regular parent meetings such as conferences, Esol parent café, SAC, PTA, and our Community Focus group.	Garyn Boyd, Principal and Heather Oij, Curriculum Specialist
<b>Goal 2:</b> What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources?	
Goal: : Kings Highway Elementary will increase the percentage of better than satisfactory on our school survey in the area of teacher to home communication as measured by a pre and post survey data from September to May for the 2016-17 school year. We will accomplish this goal by completing the following action steps: Increase better than satisfactory on school survey in the area of teacher to home communication	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Class Dojo	Michelle Davenport

### Section 2 – School Goals / Action Steps

## Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



Please be sure that your goals are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a data source.

<b>ELA / Reading Goal</b>	<b>Goal Manager:</b> Garyn Boyd
Kings Highway Elementary will increase the number of students who are reading proficiently as measured by the FSA. The proficiency level will increase by 15 percent from 48 to 63 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:	
<b>Actions / Activities in Support of ELA Goal</b>	<b>Evidence to Measure Success</b>
Increase the fidelity and monitoring of the Jan Richardson Guided Reading and eSpark Learning implementation	Guided Reading Lesson Plans Fidelity Checks MAPS assessment eSpark pre-post assessment data
Match the rigor of the learning activity to the rigor of the standards	Lesson Plans Observations

<b>Mathematics Goal</b>	<b>Goal Manager:</b> Garyn Boyd
Kings Highway Elementary will increase the number of students who are reading proficiently as measured by the FSA. The proficiency level will increase by 15 percent from 45 to 60 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:	
<b>Actions / Activities in Support of Math Goal</b>	<b>Evidence to Measure Success</b>
Increase the fidelity and monitoring of the eSpark Learning implementation.	MAPS assessment eSpark pre-post assessment data
Increase the level of mathematics knowledge of teachers by providing teachers with ongoing professional development and reflection regarding mathematics best practices this school year provided by Miss Math, District Math Coach (Hot Talks Cool Moves)	participant surveys PLC notes
Match the rigor of the learning activity to the rigor of the standards using the Equip document and the Costas Levels of Complexity	Lesson Plans Observations

<b>Science Goal</b>	<b>Goal Manager:</b> Heather Oij	
Kings Highway Elementary will increase the number of students who are performing proficiently as measured by the Science FCAT. The proficiency level will increase by 20 percent from 30 to 50 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:		
<b>Actions / Activities in Support of Science Goal</b>	<b>Evidence to Measure Success</b>	
5 <sup>th</sup> grade will use the 3 <sup>rd</sup> and 4 <sup>th</sup> grade standards review activities provided by the district (What's the Evidence), and follow the Science unit timeline at the 5 <sup>th</sup> grade level.	Beginning and midyear diagnostic	
Consistent use of our Science Lab measured by lab pre and post tests	Science lab pre-post tests	

**Other School Goals\***

\*All schools are required to complete a Healthy Schools goal.

\*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b>	<b>Goal Manager:</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
<b>Goal Name:</b> Healthy Schools	<b>Goal Manager:</b> Sue Goss	
During the 2016-17 school year Kings Highway Elementary will provide students with the opportunity to increase their healthy food vocabulary as measured by student survey. We will accomplish this goal by completing the following action steps:		
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>	
Develop a plan for utilizing the benefits from the Dairy Council Grant that Kings Highway Elementary was awarded for the 2016-17 school year.	Completed written plan for how to best utilize the grant benefits	
We will plan and implement a minimum of six parent / student healthy food events.	Sign in sheets	

<b>Other School Goal</b> (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)		
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<b>Goal Name:</b>	<b>Goal Manager:</b>
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Academic Achievement Gap**

<b>Subgroup Goal (Black)</b>	<b>Goal Manager:</b> Juakeena Gainey and Jerilyn Brown
Kings Highway Elementary will increase the number of AA students who are reading proficiently as measured by the FSA. The proficiency level will increase by 25 percent from 26 to 51 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:	

<b>Actions / Activities in Support of Black Goal</b>	<b>Evidence to Measure Success</b>
Increase fidelity of eSpark learning with our AA students by setting goals, conferring, and celebrating success.	Bi-weekly monitoring notes MAPS assessment data eSpark pre-post assessment data
Increase the number of AA students who attend ELP by providing incentives to the students and their families	ELP attendance data

<b>Subgroup Goal (ELL)</b>	<b>Goal Manager:</b> Heather Oij
Kings Highway Elementary will increase the number of students who are reading proficiently as measured by the FSA. The proficiency level will increase by 29 percent from 22 to 51 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:	

<b>Actions / Activities in Support of ELL Goal</b>	<b>Evidence to Measure Success</b>
Insure that all ELL below grade level students are engaged in iStation at least 20 minutes / day	Progress monitoring data

<b>Subgroup Goal (ESE)</b>	<b>Goal Manager:</b> Andrea Lilley and Heather Oij
Kings Highway Elementary will increase the number of students who are reading proficiently as measured by the FSA. The proficiency level will increase by 15 percent from 0 to 15 percent during the 2016-17 school year. We will accomplish this goal by completing the following action steps:	

<b>Actions / Activities in Support of ESE Goal</b>	<b>Evidence to Measure Success</b>
Insure that all ESE below grade level students are engaged in iStation at least 20 minutes / day	Progress monitoring data

<b>Subgroup Goal (If Needed)</b>	<b>Goal Manager:</b>
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<b>Enter Goal Name</b>	
<b>Actions / Activities in Support of Goal</b>	<b>Evidence to Measure Success</b>

**Early Warning Systems (EWS) -- Data and Goals**

Early Warning Indicator* (Number of students by grade level)	Grade K	Grade 1st	Grade 4th	Grade 5th	Grade <i>Select</i>	School	
						#	%
Students scoring at FSA Level 1 (ELA or Math)						19	19
Students with attendance below 90 %	2	1	1	1		5	6
Students with excessive referrals**							
Students with excessive course failures**							
Students exhibiting two or more indicators							

\*Required per Section 1001.42(18)(a)2.,F.S. \*\* Definitions provided by district (may be different per level). Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data will be provided via School Profiles dashboard. Enter only relevant grade levels as needed per your school site.

**EWS - Attendance**

<b>Attendance Goal</b>	Please ensure that your goal is written as a SMART goal.
Kings Highway Elementary will decrease the number of students who have an attendance rate of less than 90 percent as measured by the attendance data in Focus. The number of students who have an attendance rate less than 90 percent will decrease from 6% to at least 4% during the 2016-17 school year. We will accomplish this goal by completing the following action:	
<b>Actions / Activities in Support of Attendance Goal</b>	<b>Evidence to Measure Success</b>
Bi-Monthly Child Team Meetings. Problem Solving to determine the most common reasons / barriers our students miss school.	Class Dojo Phone log email
Develop and implement interventions that target identified reasons / barriers to school attendance.	Data on the % of students absent 10% or more from school. Child Study Team Minutes with interventions listed.
Ensure that our students who are chronically absent meet regularly with a mentor.	
Ensure that our families are aware of the importance of attendance and engage them in attendance related activities.	

**EWS - Discipline**

<b>Discipline Goal</b>		Please ensure that your goal is written as a SMART goal.
Kings Highway Elementary will decrease the number of K-5 students who receive more than one behavior referral during the 2016-17 school year by 10 percent from 48 to 58 percent. We will accomplish this goal by completing the following action		
<b>Actions / Activities in Support of Discipline Goal</b>		<b>Evidence to Measure Success</b>
Conferencing with the student, parent, and teacher to process / debrief the event that resulted in a referral and develop a plan so that it doesn't happen again		Referral data Conference reports

<b>Discipline Goal – Other</b> (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
<b>Actions / Activities in Support of Goal</b>		<b>Evidence to Measure Success</b>

**EWS – Academic Intervention**

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Our SBLT meets weekly to monitor attendance, behavior, academic, and behavior data. We study FSA, SAT 10, eSpark, iStation, Common Assessment, formative assessment data, and OPM data to determine the students that need to participate in intervention and / or extended school day learning activities in order to decrease their learning gap. Interventions / extended school day learning activities our students participate in include but are not limited to; additional guided reading / skills instruction, iStation, and iReady.

<b>Early Intervention / Extended Learning Goal</b>
Please ensure that your goal is written as a SMART goal
Goal: Kings Highway Elementary will maintain a 90% attendance rate for extended learning activities in our AA subgroup. We will accomplish this goal by completing the following action steps:

Actions / Activities in Support of Goal	Evidence to Measure Success
Personal invitation and home visits if needed to secure permission to attend after school learning.	Documented attempts
Provide students and their families with incentives for attending extending learning activities	After school learning attendance data

## Section 3 – Required Items / Resources

### Instructional Employees

Current Instructional Staff Members			
# of Instructional Employees	29	% with advanced degrees	41
% receiving effective rating or higher	93	% first-year teachers	.03
% highly qualified (HQT)*	100	% with 1-5 years of experience	21
% certified in-field**	100	% with 6-14 years of experience	34
% ESOL endorsed	79	% with 15 or more years of experience	38

\*as defined in 20 U.S.C. 7801 (23). \*\*as defined in Section 1012.2315(2), F.S.

Describe your school’s efforts to recruit and retain a highly qualified instructional staff.

We work on developing trusting and successful relationships with our teachers using the following strategies: including them in decision making, providing adequate time to reflect and plan with colleagues, setting goals and celebrating when goals are achieved, giving timely feedback, and being positive. We attend job fairs if needed to find new applicants.

### SAC Membership

SAC Member / First Name	SAC Member / Last Name	Race	Stakeholder Group
Paul	Brook	Select	
Jai	Hinson	Select	
Shea	Pippins	Select	
Malika	McCluster	Select	
Sandra	Wilson	Select	
Hilda	Gomez	Select	
Araceli	Charrez-Cruz	Select	
Julie	Perdu	Select	
Susan	Harrison	Select	
Garyn	Boyd	Select	

**SAC Compliance**

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No (Describe the measures being taken to meet compliance below.)

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Committee Approval Date: 8/25/2016
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**SBLT / MTSS Leadership Team**

Is there an SBLT / MTSS school-based team established?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: Susan Harrison
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State Days / Intervals that Team meets below.
Tuesdays 1:00-2:30 weekly

**Budget / SIP Funds**

Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school’s annual budget plan.

See Components / Title I budget for large majority of budget. SIP funds \$1,512.62
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To be used for substitutes for PD

Use this space to paste budget, if desired.