New Heights Elementary School

2018-19 School Improvement Plan

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New Heights Elementary School

3901 37TH ST N, St Petersburg, FL 33714

http://www.tyrone-es.pinellas.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://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 vision of New Heights Elementary School is to create a learning environment where each and every scholar feels valued and successful.

Provide the school's vision statement

The mission of New Heights Elementary is to establish an effective learning environment which will develop high achieving and responsible citizens by maintaining high expectations, building positive relationships and providing relevant and rigorous learning experiences

School Leadership Team

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

Name	Title
Austin, Lisa	Principal
Boulanger, Christopher	Assistant Principal
Panapolis, Meegan	Other
Browne, Norris	Other
Maxon, Denise	Teacher, K-12
Shapiro, Chelsey	Teacher, ESE
Grimshaw, Justin	Teacher, K-12
Thomas, Socorro	Attendance/Social Work
Bielicki, Marta	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Members

Admin:
Lisa Austin - Principal
Chris Boulanger - Assistant Principal
Instructional Coaches:
Meegan Panapolis - MTSS Coach
Norris Browne - Behavior Specialist
Math Coach - Larisa Levin
TBD - ELA Coach
Student Services:
Marta Bielicki - Guidance Counselor
Melissa Monforte - School Pyschologist
Lisa Porter - Diagnostician
Socorro Thomas - Social Worker

Teacher Leaders:
Denise Maxon - Primary Representative
Justin Grimshaw - Intermediate Representative
Chelsey Shapiro - ASD Representative
Stephanie Horneman - ESE Representative

SBLT Roles

Admin: Monitoring daily instruction, planning, school-wide data trends, facilitating leadership meetings

Instructional Coaches:
Content Area Coaches - Facilitating planning sessions with grade level teams to ensure target and task alignment with standards, monitor grade level trends in content areas, support teachers work with struggling learners and scholars in need of enrichment. Report to Leadership team on barriers and successes to ensure goals short term and long term goals are being met

MTSS Coach - Monitor school-wide, grade level and individual student data. Work directly with teachers and student services team to ensure L25 students are receiving targeted interventions that have a positive impact on their learning. Bring information to Leadership team and work with team to put in place success plans for all learners in need.

Behavior Specialist: Monitor school wide behavior trends and work directly with teachers and students in need of support. Update leadership team with behavior trend data and work with team to eliminate behavior as a barrier to student success

Student Services Team:
Monitor student performance and work to put in place systems of support for students struggling both academically and socially. Team will closely monitor attendance and students receiving Tiered support and intervene when necessary. Student support team will report to leadership team regarding students in need of more internal or external support and work with team to form action plans that will have a positive impact.

Teacher Leader Team:
Teacher leaders will provide input to leadership team regarding noticed trends and barriers in their content levels. Teacher leaders will report out to leadership team regarding grade level observations and feedback as well as share leadership information and plans with teams they are representing.

Early Warning Systems

Current Year

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	32	20	15	19	12	17	0	0	0	0	0	0	0	115
One or more suspensions	1	2	13	0	9	6	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	18	39	29	28	37	0	0	0	0	0	0	0	151
Level 1 on statewide assessment	0	0	0	71	96	105	0	0	0	0	0	0	0	272

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	1	0	6	9	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	0	11	4	0	0	0	0	0	0	0	0	20
Retained Students: Previous Year(s)	3	2	1	12	0	18	1	0	0	0	0	0	0	37

Date this data was collected

Wednesday 7/25/2018

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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	8	15	12	11	8	17	0	0	0	0	0	0	0	71
One or more suspensions	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	13	5	3	19	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	6	28	64	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	
Students exhibiting two or more indicators	0	0	9	11	17	29	0	0	0	0	0	0	0	66

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

L25 student gains in Math were the lowest performing indicator at 18%. This is a noticed trend as it was the lowest indicator in the previous year.

Which data component showed the greatest decline from prior year?

The data that showed the greatest decline was Overall student learning gains in Math with a -18% decline YOY.

Which data component had the biggest gap when compared to the state average?

The data point that showed the largest gap when compared to state averages was Math L25 students

Which data component showed the most improvement? Is this a trend?

Data that showed most improvement YOY was our G3 ELA proficiency. This is positive trend over a 3 year period

Describe the actions or changes that led to the improvement in this area

Teachers were consistently engaged in collaborative planning with a focus on standards and task alignment.

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	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	36%	50%	56%	40%	53%	55%
ELA Learning Gains	39%	47%	55%	48%	53%	57%
ELA Lowest 25th Percentile	39%	40%	48%	47%	47%	52%
Math Achievement	41%	61%	62%	49%	62%	61%
Math Learning Gains	32%	56%	59%	50%	61%	61%
Math Lowest 25th Percentile	18%	42%	47%	32%	48%	51%
Science Achievement	36%	57%	55%	39%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	32 ()	20 ()	15 ()	19 ()	12 ()	17 ()	115 (0)
One or more suspensions	1 ()	2 (0)	13 (0)	0 (0)	9 (0)	6 (0)	31 (0)
Course failure in ELA or Math	0 ()	18 (0)	39 (0)	29 (0)	28 (0)	37 (0)	151 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	71 (0)	96 (0)	105 (0)	272 (0)

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

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
WHT	42	35	24	47	33	13	47				
BLK	16	33	57	26	24	19	14				
HSP	27	34	38	31	23	27	20				
ASN	52	58		63	50		44				
MUL	75	64		38	36						
SWD	12	21	29	13	22	14	7				
FRL	35	39	37	40	31	13	32				
ELL	18	38	47	29	29	19	6				

2017 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
WHT	49	44	33	59	47	14	49				
BLK	22	43	53	26	37	35	24				
HSP	29	48	50	27	35	54	24				
ASN	48	59		76	84		41				
MUL	53	67		47	58						
SWD	12	51	48	14	29	27	8				
FRL	35	47	45	41	46	34	31				
ELL	15	34	53	36	52	44	13				

Part III: Planning for Improvement
Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math
Rationale	The assessment data indicated that NHES's lowest level and drop in performance was with our L25 Math students.
Intended Outcome	The percent of L25 students showing a learning gain will increase from 18 to 47, as measured by Math FSA and monitored by iReady Diagnostic, M.A.P. data and Bi-Weekly assessment data.
Point Person	Christopher Boulanger (boulangerc@pcsb.org)

Action Step	
Description	- Teachers utilize systematic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to Mathematics Florida Standards - Regularly assess (formally and informally) and utilize data to modify and adjust instruction. Teachers utilize ongoing formative assessment (e.g., MFAS tasks, bi-weekly assessments and iReady Math Diagnostic) and use the information gained to adjust instruction, enrich and reteach, and provide research-based interventions. - NHES Leadership team will participate in Instructional Rounds focused on Math Instruction with planned "look-fors" and the intent of providing immediate feedback - Teachers will participate in targeted PD opportunities directed at increasing L25 student achievement in Math - Work in conjunction with Achievement Network with the purpose for teachers to deepen their content knowledge and hone their skills at planning, analysis, and instructional delivery
Person Responsible	Larisa Levin (levinl@pcsb.org)

Plan to Monitor Effectiveness	
Description	NHES will monitor this goal through the use of: leadership walk, instructional rounds, data protocol reviews of real-time performance indicators, and individual student goal monitoring. These will be embedded and consistent pieces of our Staff, Team, and PLC meeting agendas as well as planned monthly progress checks.
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)

Activity #2	
Title	ELA
Rationale	NHES proficiency data indicates that our students are performing well below expected levels. Currently 36% of our students are proficient as measured by the 2017-18 ELA FSA
Intended Outcome	The percent of all students achieving proficiency will increase from 36% to 47%, as measured by ELA FSA and monitored by iReady Diagnostic, M.A.P. data and Bi-Weekly assessment data.
Point Person	Lisa Austin (austinli@pcsb.org)

Action Step	
Description	- Teachers develop rigorous learning goals and performance scales on identified key standards - Teachers intentionally design lessons on a trajectory of difficulty with multiple checkpoints to find out what students know and then adapt their instruction to meet students' needs - Use data to plan instruction that ensures differentiation, intervention and enrichment while scaffolding learning to increase. - Instructional Rounds focused on Reading Instruction - Work in conjunction with Achievement Network to take a deep dive into the shifts, using sample assessment items to guide instruction, integrate close reading/text-dependent questions into instruction, and standards-based learning walks. - Teachers will participate in targeted PD opportunities directed at increasing student achievement in ELA
Person Responsible	Meegan Panapolis (panapolism@pcsb.org)

Plan to Monitor Effectiveness	
Description	NHES will monitor this goal through the use of: leadership walk, instructional rounds, data protocol reviews of real-time performance indicators, and individual student goal monitoring. Lesson planning meetings will be attended weekly by members of leadership teams to guide and provide feedback to instructional staff and ensure plans are being written to the depth and breadth of each standards. These meetings will be embedded and consistent pieces of our Staff, Team, and PLC meeting agendas as well as planned monthly progress checks.
Person Responsible	Lisa Austin (austinli@pcsb.org)

Activity #3	
Title	Science
Rationale	NHES Science scores indicated an overall level of proficiency of 36% which is well below the expected level of performance.
Intended Outcome	The percent of all students achieving a level of proficiency will increase from 36 to 47, as measured by the FLDOE SSA and monitored by Lab, Diagnostic and Cycle Assessment Data
Point Person	Christopher Boulanger (boulangerc@pcsb.org)
Action Step	
Description	- Grade 4 and Grade 5 teachers will administer the PCSB Science Diagnostic in an effort to identify learning gaps and from that data create a plan to address gaps in learning while also meeting the grade level standards. - Administration will monitor classrooms for consistent Science routines in the classrooms as well as Lab schedules - Leadership team will participate in Instructional Rounds focused on classroom Science instruction. - Teachers will participate in targeted PD opportunities directed at increasing student achievement in Science
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)
Plan to Monitor Effectiveness	
Description	NHES will monitor this goal through the use of: leadership walk, instructional rounds, data protocol reviews of real-time performance indicators, and individual student goal monitoring. These will be embedded and consistent pieces of our Staff, Team, and PLC meeting agendas as well as planned monthly progress checks.
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)

Activity #4	
Title	Conditions for Learning
Rationale	NHES recorded an office referral count of 157 for the 2017-18 school year. This indicates a need to increase the level of engagement in our classroom which, in turn, will decrease the amount of undesired behaviors.
Intended Outcome	The number of all students receiving an office referral will decrease from 157 to 99 or <, as measured by School Profile data tracking.
Point Person	Norris Browne (brownen@pcsb.org)

Action Step	
Description	- Facilitate ongoing training for Restorative Approaches and SEL - Consistently implement AVID strategies in classrooms and monitor for effectiveness - Work in conjunction with LSI specifically on building staff capacity for Conditions for Learning. - Teachers will participate in targeted PD opportunities directed at increasing student engagement
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)

Plan to Monitor Effectiveness	
Description	This goal will be monitored through the scheduled review of discipline data as well as Instructional Rounds by the Leadership team targeted at observing classrooms for the presence or absence of Conditions for Learning.
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)

Activity #5	
Title	Family Involvement
Rationale	During the 2017-18 school year there was a noticed decline in the level of parental involvement. NHES recognizes the importance of having all stakeholders working together to drive each and every student to success.
Intended Outcome	The percent of all parents attending school-wide events focused on curriculum and student growth will increase from 25% to 50% as measured by event sign-on sheets as well as parent survey feedback.
Point Person	Christopher Boulanger (boulangerc@pcsb.org)
Action Step	
Description	-NHES will increase the frequency and variety of our communication to better meet the needs of our stakeholders - NHES will redesign our curriculum nights with the aim of educating parents on how to understand their students growth data as well as how to create a SMART goal for home that will impact their students learning. - Teachers will participate in targeted PD opportunities directed at implementing a new family involvement night format. - NHES family liaison will create monthly parent feedback forums that will allow our parents to provide input in a non-threatening environment in an effort to improve our level of services to our community.
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)
Plan to Monitor Effectiveness	
Description	- This plan will be monitored through monthly progress checks using data from: Event sign-ins, parent input and feedback
Person Responsible	Christopher Boulanger (boulangerc@pcsb.org)

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

NHES plans to strengthen our relationships with our stakeholders through an increased level of positive communication and a focus on relevant training for our parents and stakeholders that are designed to be accessible and effective for our families. NHES will make a consistent effort to communicate our belief in each and every one of our students through our words and actions.

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

Student Services Connector will be used by specified staff members to provide support to teachers and students regarding social-emotional needs. Small group and individual counseling services provided on an as needed basis by school counselor, social worker, and school psychologist. Behavioral supports and school-wide expectations are reviewed and supported with students by student services team including: school counselor, social worker, school psychologist, behavioral specialist. Student needs are reviewed monthly by the School-Based Leadership Team and weekly by the Response to Intervention - Behavior team. Students identified for check-in check out system with be assigned to specified staff members. Data based Problem solving occurs at all SBLT meeting

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

NHES will schedule local feeder middle school representation to come and meet with our students in order to educate them on the opportunities they have as they move on from NHES. In addition, NHES will be working with local Pre-K feeder programs to reach out to our incoming parents allowing them to become integrated more efficiently into our school family.

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

NHES utilizes a Comprehensive Needs Analysis method of work to analyze our current ways of work and their effectiveness. There is one Overall Needs Analysis that takes place at the end of each school year and monthly check-ins to monitor effectiveness.

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

NHES is an AVID school which promotes College and Career readiness with a special emphasis on growing writing, critical thinking, teamwork, organization and reading skills. We also partner with local, College and University representatives to allow students to start learning about higher education early on.

Part V: Budget

Total:	**$352,426.25**