Pinellas County Schools

Kings Highway Elementary Magnet School

2019-20 School Improvement Plan

Table of Contents

Kings Highway Elementary Magnet School

1715 KINGS HIGHWAY, Clearwater, FL 33755

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

Demographics

Principal: Garyn Boyd

Start Date for this Principal: 7/2/2014

2018-19 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)	100%
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: I
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14:
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
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 Pinellas 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 KHEMS is that each and every student have at least a year's growth in every subject.
As a school we choose to stay focused on the things that will move each and every one of our students towards grade level proficiency, decreasing the gap between student level and grade level proficiency.

Provide the school's vision statement

The vision of KHEMS is 100% student success.

To achieve our vision be believe that we must set high expectations, truly believe (core belief) that our students can achieve and /or exceed proficiency, focus on student unique learning needs, while preparing our students for college and career readiness.

School Leadership Team

Membership

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

Name	Title
Boyd, Garyn	Principal
Principal	
Williams, Randria	Assistant Principal
Assistant Principal	
Milne, Dale	Instructional Technology
Instructional Technology	
Schutz, Sarah	Attendance/Social Work
Attendance/Social Work	
Blunier, Jennifer	Teacher, K-12
Teacher, K-12	
Krach, Nina	Instructional Coach
Instructional Coach	
Yates, Jeb	Other
Other	

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	43	58	54	51	41	51	0	0	0	0	0	0	0	298
Attendance below 90 percent	0	8	4	3	3	4	0	0	0	0	0	0	0	22
One or more suspensions	4	1	0	9	3	0	0	0	0	0	0	0	0	17
Course failure in ELA or Math	0	0	0	6	2	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	6	10	11	0	0	0	0	0	0	0	27

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	2	1	6	3	4	0	0	0	0	0	0	0	16

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	0	2	3	7	0	0	0	0	0	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

26

Date this data was collected or last updated

Tuesday 7/2/2019

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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with 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	11	4	12	5	8	12	0	0	0	0	0	0	0	52
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	6	2	3	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	17	12	21	0	0	0	0	0	0	0	50

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	1	0	8	4	7	0	0	0	0	0	0	0	21

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	0%	54%	57%	46%	50%	56%
ELA Learning Gains	0%	59%	58%	52%	47%	55%
ELA Lowest 25th Percentile	0%	54%	53%	47%	40%	48%
Math Achievement	0%	61%	63%	60%	61%	62%
Math Learning Gains	0%	61%	62%	48%	56%	59%
Math Lowest 25th Percentile	0%	48%	51%	39%	42%	47%
Science Achievement	0%	53%	53%	50%	57%	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	43 (0)	58 (0)	54 (0)	51 (0)	41 (0)	51 (0)	298 (0)
Attendance below 90 percent	0 ()	8 ()	4 ()	3 ()	3 ()	4 ()	22 (0)
One or more suspensions	4 ()	1 (0)	0 (0)	9 (0)	3 (0)	0 (0)	17 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	6 (0)	2 (0)	3 (0)	11 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	6 (0)	10 (0)	11 (0)	27 (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.

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	35%	56%	-21%	58%	-23%
	2018	55%	53%	2%	57%	-2%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	50%	56%	-6%	58%	-8%
	2018	36%	51%	-15%	56%	-20%
Same Grade Comparison		14%				
Cohort Comparison		-5%				
05	2019	38%	54%	-16%	56%	-18%
	2018	34%	50%	-16%	55%	-21%
Same Grade Comparison		4%				
Cohort Comparison		2%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	54%	62%	-8%	62%	-8%
	2018	74%	62%	12%	62%	12%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019					
	2018	46%	62%	-16%	62%	-16%
Cohort Comparison		-74%				
05	2019	33%	60%	-27%	60%	-27%
	2018	51%	61%	-10%	61%	-10%
Same Grade Comparison		-18%				
Cohort Comparison		-13%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	44%	54%	-10%	53%	-9%
	2018	50%	57%	-7%	55%	-5%
Same Grade Comparison		-6%				
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**

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	5	43		38	79						
ELL	59	71		77	43						
BLK	40	43		49	48		63				
HSP	54	65		69	30		50				
WHT	48	62		74	64						
FRL	42	54	50	57	45	38	53				

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	305
Total Components for the Federal Index	7
Percent Tested	83%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	36
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	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	76
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	43
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

Although the over all decrease came in our Math scores it's important to reflect on the 20 point drop in 3rd grade ELA. We strongly believe that our third graders needed to be in smaller reading groups (less than five) to better meet their needs. The greatest need in that grade level is students ability to read with the fluency speed necessary to read grade level text. Our students needed more time spent on scaffolding grade level text in smaller portions building up to a lengthy passage. Key Ideas and Details is the area that stands out as a necessary focus. Our students would have benefited from teaching main idea as topic plus the point using more than the strategy we taught. It needed to be practiced in more than one way using topics they are less familiar with. Our 10% of 3rd graders tested who were 1-2 points away from a 3 would have benefited greatly from this.

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

Our 3rd grade math scores saw the greatest decline.
We did not put enough effort in differentiating to build a stronger mathematics foundation for our 2nd graders during the 17-18 school year and therefore our 3rd grade teachers spent a significant amount of time closing those gaps. We needed to use our math intervention time differently. We needed to have more of our 3rd graders participate in small group instruction based on core instruction data (bi-weekly assessments and quizzes) during intervention time and spend less time on ST Math and Dreambox. Instruction from a teacher needs to be the priority during intervention 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

Our 3rd grade ELA and our 5th grade math are both significant gaps compared to the state. We strongly believe that our third graders needed to be in smaller reading groups (less than five) to better meet their needs. The greatest need in that grade level is students ability to read with the fluency speed necessary to read grade level text. Our students needed more time spent on scaffolding grade level text in smaller portions building up to a lengthy passage. Key Ideas and Details is the area that stands out as a necessary focus. Our students would have benefited from teaching main idea as topic plus the point using more than the strategy we taught. It needed to be practiced in more than one way using topics they are less familiar with.
We needed to organize our 5th grade core math instruction so that we spent more time eliciting student responses and providing feedback to students regarding student mathematical misconceptions.

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

The 14 point gain in ELA is our greatest area of improvement. We grouped the students for small group instruction using cycle data by standard and really focused on developing strong core writing and reading instruction. We also proved two of the three fourth grade teachers with an additional person during core to help give students feedback for

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

What stands out the most to us is the number of course failures in grades 3rd-5th and the number of students in grades 3rd - 5th who scored a level 1 on FSA.
3rd grade: course failure is 6 and Level 1 is 6 - This data is aligned.
4th grade: data at this point is course failure 2 and level 1 is 11- This data is not aligned.
5th grade: course failure 3 and Level 1 is 11- This data is not aligned.
If we are accurately teaching the standards to the appropriate rigor and consistently assessing and monitoring for understanding, there should be a stronger alignment between the two. As an administrative team we have to closely monitor the alignment between lesson plans and the learning activity and the level of rigor.

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

1. Build a stronger ELA and Math core in all grades to decrease or eliminate learning gaps by utilizing
collaborative structures, actionable feedback, and ongoing data analysis.
2. An urgent need is to target students in grades 3-5 who lack the ability to read with the fluency speed necessary
to read grade level text.
3. Utilize ongoing data sources to target individual student needs through differentiation.
4. We needed to organize our core math instruction so that we spend more time eliciting student responses and
providing feedback to students regarding student mathematical misconceptions.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	ELA
Rationale	Build a stronger ELA core in primary grades to decrease or eliminate gaps by the time students get to 3rd grade.
State the measureable outcome the school plans to achieve	Our current level of performance is 41% proficient as evidence in ELA FSA. By May 2020 we expect the school performance level to be 58% to match the state. The problem / gap is occurring because our students ability to read with the stamina and fluency necessary to read grade level text. Our students needed more time spent on scaffolding grade level text in smaller portions building up to a lengthy passage.
Person responsible for monitoring outcome	Garyn Boyd (boydga@pcsb.org)
Evidence-based Strategy	Prioritize engaging students in immense amounts of reading, discussions (questioning, collaborative structures) and writing with feedback. We will revisit the implementation of the literacy block to ensure ample time is given to students to read and write grade level text with appropriate scaffolding and apply foundational skills, with high-quality feedback and opportunities to use that feedback.
Rationale for Evidence-based Strategy	Using Maps, Istation, and FSA data we determined that our students needed to be in smaller reading groups (less than five) to better meet their needs. The greatest needs are to increase students ability to read with the stamina and fluency necessary to read and comprehend grade level text and to build students vocabularies so they can represent, manipulate, and re-frame information. Our students needed more time spent on scaffolding grade level text in smaller portions building up to a lengthy passage. Key Ideas and Details is the area that stands out as a necessary focus on all data sources.
Action Step	
Description	1. Continue with AVID PD for collaborative structures with roles and feedback. 2. Regularly asses formally and informally analyze data in grade level PLC's and in individual teacher data chats to inform whole group - core instruction and small group instruction. Utilize grade level and instructional text as appropriate. 3. Conduct fidelity checks with feedback regarding ELA Core instruction. 4. Use Title 1 funds to purchase Literacy Footprints kits for every teacher and provide the necessary PD to support implementation. 5. Use Title 1 funds to hire an hourly teacher to support smaller group instruction in the primary grades. 6. Continue funding an additional teacher for intervention in grades 3rd - 5th using Title 1 funds.
Person Responsible	Garyn Boyd (boydga@pcsb.org)

#2	
Title	Math
Rationale	We needed to use our math intervention time differently. We needed to have more of our student engaged in small group instruction based on core instruction data (student conversation) during intervention time. Less intervention time should be spend on digital resources and more on face to face authentic learning activities. We needed to organize our core math instruction so that we spent more time eliciting student responses and providing feedback to students regarding student mathematical misconceptions.
State the measureable outcome the school plans to achieve	Our current level of performance is as evidence on Math FSA. By May 2020 we expect the school performance level to be at 62% proficient. The problem / gap is occurring because our teachers are not proficient in providing students with actionable feedback during math instruction.
Person responsible for monitoring outcome	Garyn Boyd (boydga@pcsb.org)
Evidence-based Strategy	Ensure the rigorous, student centered exceptional, use of Ready Classroom Mathematics, Dreambox, and Number Routines, with teacher to student feedback. Support this work through PLC's, data analysis, curriculum meetings, feedback, and or use of classroom videos.
Rationale for Evidence-based Strategy	Using data from Maps, FSA, bi-weekly assessments, and walk-throughs, we realize we needed to use our math intervention time differently. We needed to have more of our students engaged in small group instruction based on core instruction data (student conversation) during intervention time. Less intervention time should be spend on digital resources and more on face to face authentic learning activities. We needed to organize our core math instruction so that we spent more time eliciting student responses and providing feedback to students regarding student mathematical misconceptions.
Action Step	
Description	1. Continue with AVID PD for collaborative structures with roles and feedback to grow our teachers in the area of eliciting student responses. 2. Ensure that all of our teachers have attended Ready Classroom Curriculum PD and provide teachers with regular implementation fidelity feedback (use of district walkthrough form). 3. Regularly asses formally and informally analyze data (digital comprehension checks in Ready Classroom between unit assessments and unit assessments paper pencil) in grade level PLC's and in individual teacher data chats to inform whole group - core instruction and small group instruction. 4. Use Title 1 funds to provide coaching and teacher TDE's as needed.
Person Responsible	Garyn Boyd (boydga@pcsb.org)

#3	
Title	Science
Rationale	Based on Science Diagnostic data, Science Common Assessment data, and the State Wide Science Assessment, we know that our 5th graders have gaps in Science standards. We believe a portion of the gap is because of a lack of content specific vocabulary.
State the measureable outcome the school plans to achieve	Our current level of performance is 44% proficiency on the State Wide Science Assessment. By May of 2020 we expect the school performance level to be 64% of our student at proficiency. The gap / problem is occurring because of a lack transference from standards proficiency from one grade level to the next.
Person responsible for monitoring outcome	Randria Williams (williamsstubbsr@pcsb.org)
Evidence-based Strategy	Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade diagnostic assessment and the results from the 5th grade unit assessments. Utilize systemic documents to effectively plan for science units that incorporate the 10-70-20 science instructional model and include appropriate grade level utilization of science labs in alignment to the 1st - 5th grade standards.
Rationale for Evidence-based Strategy	Based on Science Diagnostic data, Science Common Assessment data, Unit Assessments, and the State Wide Science Assessment, we know that our 5th graders have gaps in Science standards. In part we believe this is occurring because we have not extended the Science data chats we do with 5th grade to other grade levels (3rd and 4th) and because of a lack of content specific science vocabulary.
Action Step	
Description	1. Conduct a vertical articulation meeting based on the 5th grade diagnostic data and unit assessment data with 3rd-5th grade teachers. 2. Develop action plans based on diagnostic data and unit assessment data. 3. Monitor to ensure the plan is being implemented with fidelity (provide actionable feedback).
Person Responsible	Randria Williams (williamsstubbsr@pcsb.org)

#4	
Title	Bridging the Gap (Black Student Achievement)
Rationale	We need to create a stronger school / family partnership and awareness of academic standards / proficiency so that we can increase student achievement for each and every one of our African American students. We intend to provide a clear, compelling model of what accuracy / proficiency looks like for both our students and their families. Our FSA, MAPS, and early warning data supports this plan of action.
State the measureable outcome the school plans to achieve	Our current level of performance is that 33% of our AA students are proficient as evidence on ELA / FSA. By May 2020 we expect our performance to be at least 51% proficient as measured by ELA / FSA . The gap / problem is occurring because there is still room for growth in the area of differentiating to meet the needs of each and every student.
Person responsible for monitoring outcome	Randria Williams (williamsstubbsr@pcsb.org)
Evidence-based Strategy	A targeted plan to empower African American families to better understand their child's academic data, their strengths and weakness, and the resources available to improve learning in school, after school, and at home. Continue with partnership with Education Foundation on "Boys Study".
Rationale for Evidence-based Strategy	We intend to create a stronger school / family partnership and awareness of academic standards / proficiency so that we can increase student achievement for each and every one of our African American students. We intend to provide a clear, compelling model of what accuracy / proficiency looks like for both our students and their families. Our FSA, MAPS, and early warning data supports this plan of action.
Action Step	
Description	1. Provide our teachers with PD about student led conferences best practices. 2. Schedule student led conferences for all of our African American students in grades K-5 at the end of our first MAPS assessment cycle. 3. Survey the parents and the students about the student led conference process. 4. Engage instructional staff in PD using a book study format. The book is, Engaging Students with Poverty in Mind, Practical Strategies For Raising Achievement. 5. Corporate equity based and CRT professional development strategies in pre-school and embedded in PLC throughout the school year. 6. Provide teachers with "Boys Study" PD focused on strategies to ensure the success of our African American boys. 7. Provide teachers with actionable feedback focused on CRT and Equity based strategies.
Person Responsible	Randria Williams (williamsstubbsr@pcsb.org)

#5	
Title	Conditions for Learning
Rationale	Based on referral data, behavior plan data, and staff input most of our students who earn repeated discipline referrals lack sufficient social emotional regulation to successfully navigate school.
State the measureable outcome the school plans to achieve	Our current level in school wide student behavior expectations is 14 / 339 students received discipline referrals. 21 total referrals were issued for the 18-19 school year. By May 2020, we expect the school performance level to be less than 10 students receiving discipline referrals. The problem / gap is occurring because students social emotional health impacts their academic performance.
Person responsible for monitoring outcome	Jeb Yates (yatesj@pcsb.org)
Evidence-based Strategy	We will conduct social emotional surveys with students, analyze that data, and develop action steps with grade level teams to support social emotional growth.
Rationale for Evidence-based Strategy	Based on referral data, behavior plan data, and staff input most of our students who earn repeated discipline referrals lack sufficient social emotional regulation to successfully navigate school.
Action Step	
Description	1. Develop a social emotional well being survey for students. 2. Implement the survey four times during the school year (August, October, January, March). 3. Share the data with the grade level teams and appropriate student services staff. 4. Use the data to develop individual student plans as needed
Person Responsible	Jeb Yates (yatesj@pcsb.org)

#6	
Title	Attendance
Rationale	School attendance data indicates that as of May of 2019 15% of our students are absent 10% or more of the scheduled school days. Our attendance rate is 90% and we want to increase that to 95%.
State the measureable outcome the school plans to achieve	Our current level of performance is 15% or our students absent 10% or more while enrolled. By May 2020 we expect the percentage of students absent to decrease to 10%. The problem / gap is occurring because a select few parents don't realize the impact of chronic absenteeism on student academic progress.
Person responsible for monitoring outcome	Sarah Schutz (schutzs@pcsb.org)
Evidence-based Strategy	After reviewing attendance data on a bi-weekly basis we will develop individual student incentive plans for all students who have 10% or more absences.
Rationale for Evidence-based Strategy	After reviewing attendance data on a bi-weekly basis we will develop individual student incentive plans for all students who have 10% or more absences.
Action Step	
Description	1. Review and revise Tier 1 attendance processes and procedures. 2. Develop incentive plan for students who have 10% or more absences. 3. Share attendance data regularly with staff, SAC, PTA, and other parent groups.
Person Responsible	Sarah Schutz (schutzs@pcsb.org)

#7	
Title	Family and Community Engagement
Rationale	According to parent survey data, effectively communicating with families about their students' progress and resources to support students at home is an ongoing need for our families. We have an outstanding parent turnout at school functions that directly involve the students performing (grade level music nights, talent shows, violin performances, Underground Railroad event, and Hispanic Heritage night). The number of parents / families that attend events whose purpose is to engage families in learning activities and academic awareness activities is significantly less. Knowing that parents want resources to support students at home, but are not attending the events we currently host that support this, we have to change what and how we offer support.
State the measureable outcome the school plans to achieve	Our current level of performance is approximately 50% of our families do not attend outside the school day family events that involve an academic focus, as evidenced by sign in sheets for each event. The problem/gap is occurring because not all families are able to attend school events for a variety of reasons. If alternative means of delivery and a plan for reaching families who missed the event would occur, the problem would be reduced by 25%.
Person responsible for monitoring outcome	Randria Williams (williamsstubbsr@pcsb.org)
Evidence-based Strategy	We will continue to use traditional face to face contacts with parents to share students' progress and share resources to support students at home and we intend to utilize resources we have not previously used like Webinars, our PCS Family Engagement App, and other tech based options (links to home to school activities that directly relate to the family event parents are attending and or events they cannot attend).
Rationale for Evidence-based Strategy	According to parent survey data, effectively communicating with families about their students' progress and resources to support students at home is an ongoing need for our families. We have an outstanding parent turnout at school functions that directly involve the students performing (grade level music nights, talent shows, violin performances, Underground Railroad event, and Hispanic Heritage night). The number of parents / families that attend events whose purpose is to engage families in learning activities and academic awareness activities is significantly less.
Action Step	
Description	1. Continue to utilize social media to increase communication with parents about academic progress and resources to support students at home. (Dojo, Website, Webinars) 2. Streamline family engagement efforts so that academic focus in intertwined with activities that draw parent attendance. 3. Conduct parent / family meetings on the topic of curriculum expectations and resources to support students at home. 5. Survey parents after each family event to determine who was not in attendance so that teachers can send home missed information in email form.

	4. Explore the use of webinars and other non traditional vehicles of communication to reach parents who are unable to attend school functions.
Person Responsible	Randria Williams (williamsstubbsr@pcsb.org)

#8	
Title	Healthy Schools
Rationale	In Engaging Students With Poverty in Mind, Eric Jensen names seven factors that greatly correlate with student engagement that are strongly tied to socioeconomic status. Health and nutrition are the first one on his list. We completed the school assessment, Alliance for Healthier Generation's Healthy Schools Program Framework and are working towards earning the Gold Recognition by fine tuning our food service options and adding physical activity as a choice for after school clubs.
State the measureable outcome the school plans to achieve	Our school will be eligible in 6 out of 6 modules for gold recognition by April 2019 as evidence by the Alliance for Healthier Generation's Healthy Schools Program Framework.
Person responsible for monitoring outcome	Jennifer Blunier (blunierj@pcsb.org)
Evidence-based Strategy	We completed the school assessment, Alliance for Healthier Generation's Healthy Schools Program Framework and are working towards earning the Gold Recognition by fine tuning our food service options and adding physical activity as a choice for after school clubs.
Rationale for Evidence-based Strategy	In Engaging Students With Poverty in Mind, Eric Jensen names seven factors that greatly correlate with student engagement that are strongly tied to socioeconomic status. Health and nutrition are the first one on his list. We completed the school assessment, Alliance for Healthier Generation's Healthy Schools Program Framework and are working towards earning the Gold Recognition by fine tuning our food service options and adding physical activity as a choice for after school clubs.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of four (4) individuals including, but not limited to: PE Teachers, Classroom Teacher, Wellness Champion, Administrator,Cafeteria Manager, and Parent. 2. Attend district-supported professional development 3. Complete Healthy Schools Program Assessment 4. Complete the SMART Snacks in School Document 5. Develop and Implement Healthy School Program Action Plan 6. Update Healthy Schools Program Assessment and Apply for Recognition
Person Responsible	Jennifer Blunier (blunierj@pcsb.org)

#9	
Title	ESSA Sub-Groups- ESE
Rationale	To decrease the achievement gap between our ESE and non ESE students. Our ESE students with behavior disorders is an immediate focus for our school because the majority of those students are performing below grade level. Based on a variety of assessments, (FSA, MAPS, Istation, Common Assessments) the majority of our ESE students are below grade level proficiency in either reading, math, or both.
State the measureable outcome the school plans to achieve	Our current level of performance is 36% of our ESE students are proficient as evidence in ELA / FSA. By May 2020 we expect the school performance level to be 51% proficient as measured by ELA / FSA. The problem / gap is occurring because our students with disabilities are not performing to the level of their non disabled grade level peers.
Person responsible for monitoring outcome	Garyn Boyd (boydga@pcsb.org)
Evidence-based Strategy	Ensure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
Rationale for Evidence-based Strategy	To decrease the achievement gap between our ESE and non ESE students, especially with our ESE students with behavior disorders is an immediate focus for our school. Based on a variety of assessments, (FSA, MAPS, Istation, Common Assessments) the majority of our ESE students are below grade level proficiency in either reading, math, or both. We intend to insure that students requiring ESE services receive instruction designed to teach students to advocate for their academic, social and emotional needs.
Action Step	
Description	1. Implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery and focused on a clustering process to meet student needs. 2. Provide regular opportunities for students to understand their disability, discuss their strengths, areas of growth, needs and progress, towards short and long-term goals. 3. Promote student independence by teaching, modeling and practicing social and life skills. 4. Teach rules and expectations and then provide opportunities for students to show understanding by monitoring their own behavior and/or by responding to positive behavior supports and interventions. 5. Gradually fade supports to promote student independence.
Person Responsible	Garyn Boyd (boydga@pcsb.org)

#10	
Title	ESSA Sub-Groups- ELL
Rationale	As a school with ELL learners, we intend to support our instructional staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
State the measureable outcome the school plans to achieve	Our current level of performance is 44% of our ELL students are proficient as evidence in ELA / FSA. By May 2020 we expect the school performance level to be 51% proficient as measured by ELA / FSA.
Person responsible for monitoring outcome	Randria Williams (williamsstubbsr@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	As a school with ELL learners, we intend to support our instructional staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student. If teachers will use ACCESS scores to determine the ELs' levels of English language proficiency and will use these scores design standards based / differentiated lessons.
Action Step	
Description	1. Provide learning opportunities for teachers and staff on the use of the WIDA Ellevation reports and Can Do Approach for all teachers to support classroom differentiated planning and instruction, based on student language proficiency levels. 2. Utilize Elevation to obtain students' language proficiency levels; provide this data to teachers so they can plan effective instruction. 3. Provide learning opportunities for teachers and staff to plan and implement effective instruction that engages English learners to advance learning and language development across all content areas. 4. Review school-based data in a dis-aggregated manner and thoughtfully plan for remediation and enrichment interventions. 5. Utilize and monitor the implementation of Can Do Name charts in the planning and practice within all classrooms to ensure the instruction matches the needs of ELs and scaffolding provides an appropriate entry-point for grade-level content with ongoing student feedback. 6. Explicitly teach, develop and model high-level English language and content specific vocabulary throughout the school day by all staff. 7. Monitor the lesson planning and classroom implementation of effective lessons that engage ELs in rigorous, standards-based work rich in language development. Provide ongoing actionable feedback to teachers on core instruction. 8. Create a schedule for the ESOL Bilingual Assistant that directly supports standards-based instruction for ELs

Person Responsible	Randria Williams (williamsstubbsr@pcsb.org)

#11	
Title	ESSA Sub-Group- Multiracial
Rationale	We need to continue growing our teachers in ways that gives them the skills / strategies necessary to meet the individual needs of each one of our multiracial students. Our FSA, MAPS, Standards Assessments, and early warning data supports this plan of action.
State the measureable outcome the school plans to achieve	Our current level of performance is that 40% of our Multiracial students are proficient as evidence on ELA / FSA. By May 2020 we expect our performance to be at least 51% proficient as measured by ELA / FSA . The gap / problem is occurring because there is still room for growth in the area of differentiating to meet the needs of each and every student.
Person responsible for monitoring outcome	Garyn Boyd (boydga@pcsb.org)
Evidence-based Strategy	A targeted plan to empower our teachers to better understand their students academic data, their strengths and weakness, and the resources available to improve learning. Continue with partnership with Education Foundation on "Boys Study". Continue with targeted PD like AVID Collaborative Structures, and MAPS drilling down via the learning continuum and other resources as applicable.
Rationale for Evidence-based Strategy	A targeted plan to empower our teachers to better understand their students academic data, their strengths and weakness, and the resources available to improve learning. Continue with partnership with Education Foundation on "Boys Study". Continue with targeted PD like AVID Collaborative Structures, and MAPS drilling down via the learning continuum and other resources as applicable. Our FSA, MAPS, and early warning data supports this plan of action.
Action Step	
Description	1. Schedule PD with AVID / CRT facilitator, Boys Study trainer, and Testing and Accountability trainer. 2. Schedule data chats for each grade level and individual teacher. 3. Provide teachers with targeted feedback for all core subjects. 4. 5.
Person Responsible	Garyn Boyd (boydga@pcsb.org)

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)

N/A

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

n/a

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

n/a

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

n/a

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

n/a

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

n/a

Part V: Budget

1	III.A	Areas of Focus: ELA				$1,450.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		140-Substitute Teachers	6361 - Kings Highway Elementary Magnet School	School Improvement Funds		$1,450.00
			Notes: TDE's for Professional Development			

2	**III.A**	**Areas of Focus: Math**	**$0.00**
3	**III.A**	**Areas of Focus: Science**	**$0.00**
4	**III.A**	**Areas of Focus: Bridging the Gap (Black Student Achievement)**	**$0.00**
5	**III.A**	**Areas of Focus: Conditions for Learning**	**$0.00**
6	**III.A**	**Areas of Focus: Attendance**	**$0.00**
7	**III.A**	**Areas of Focus: Family and Community Engagement**	**$0.00**
8	**III.A**	**Areas of Focus: Healthy Schools**	**$0.00**
9	**III.A**	**Areas of Focus: ESSA Sub-Groups- ESE**	**$0.00**
10	**III.A**	**Areas of Focus: ESSA Sub-Groups- ELL**	**$0.00**
11	**III.A**	**Areas of Focus: ESSA Sub-Group- Multiracial**	**$0.00**
		Total:	**$1,450.00**