



School Improvement Plan 2017-18

Kings Highway Elementary Magnet School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Garyn Boyd-Reniger	SAC Chair: Sue Mendenhall
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School Vision	100% Student Success
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School Mission	The mission of Kings Highway Elementary Magnet School is to achieve at least one year of learning gains for EACH student 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 %
	2	40	28	7	21	

School Grade	2017: C Select	2016: C Select	2015: C Select	Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Proficiency Rates	ELA		Math		Science		Social Studies		Accel. Rate		Grad Rate	
	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %	2017 %	2016 %
Proficiency All	43	48	50	45	42	30						
Learning Gains All	45	52	58	49								
Learning Gains L25%	29	50	29	31								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Garyn	Boyd-Reniger		
MTSS Coach	Nina	Krach		
Social Worker	Melissa	Valentine		
Behavior Specialist	Shari	Linger		

Total Instructional Staff:	36	Total Support Staff:	29	



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 of students on campus. It is expected that our teachers and staff teach and reinforce our expectations all day everyday. 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, The Leader in Me.

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

Our students attend monthly 7 Habits Assemblies where the habits are taught and reinforced. Our teachers are expected to teach and reinforce these habits throughout the school day.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your 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 lists 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.

Our Plan includes securing a time in the master schedule where classes in grades 1st thru 5th can share students to better differentiate for small group guided reading.

We also have an additional teacher paid for out of our Title 1 budget who meets with our lowest 35% students in grades 4th and 5th in small group in their classroom to support them doing grade level work.

We have implemented two 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, MTSS Coach, Behavior Specialist, 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 social worker, and parent conference to determine a plan that will aid in changing student behavior. We monitor the student’s behavior / concerns / plan every week at SBLT, make changes to the plan as needed, and help align resources to meet the students needs.

This year we have added a MTSS coach to our Leadership Team. The expertise this person brings to our team will allow us to coach our teachers in effective strategies for each level of support Tier 1, Tier 2 and Tier 3. With the addition of three EBD units at our school, we will have access to a behavior specialist who will provide our staff with PD throughout the school year regarding strategies for tough kids, Tier 2 interventions, and Tier 3 interventions.

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 / Core every week at SBLT. We talk about individual students every week at SBLT. We look at teacher referrals to SBLT, discipline referrals, early warning systems, attendance data, progress monitoring data, baseball card data, Maps Assessment data, eSpark data, iStation 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. iStation is used by all of our students during intervention time. We progress monitor Tier 1 using iSlip on the first of every month and Tier 2 students on the fifteenth of every month. Another way we provide academic supports within the core curriculum is by providing students with small group guided reading and skills work.

We have bi-monthly child study team meetings with required member, that address students that have missed 10% or more of school and look for trends of why students are not attending regularly. This team completes a quarterly problem solving worksheet to problem solve attendance issues / determine the most common reasons / barriers our students miss school.

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?

KHMES has 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 PD and article studies during our after school PLC. We have developed three major building blocks (Rocks) that anchor our learning and maintains our focus on at least one years growth for 100 percent of our students. Those building blocks are represented in the strategies we use to meet our academic goals. This year we will implement Learning Walks as an additional data source at all grade levels to measure, teach, and reinforce our focus areas.

School Culture, Climate / SWBP / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school?	
<ul style="list-style-type: none"> The number one issue we need to focus on at KHEM regarding school culture / climate has to do with teacher / staff trusting that everyone works hard to accomplish our school goals. For that reason we will focus on the following goals developed directly from our AdvancedEd Survey. Goal: Kings Highway Elementary will increase the percentage of staff who agree / strongly agree that, the school leader holds all staff members accountable for student learning from 76% to 81% by the end of the 2017-18 school year. 	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Learning Walks will be scheduled, implemented, debriefed, and results communicated with all staff throughout the school year.	Garyn Boyd-Reniger, Principal
Goal 2: 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: KHEMS will decrease the risk ratio between AA students who earn referrals as compared to non subgroup students from 2.88 (12 students) to 1.88 (6 students) during the 2017-18 school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
The key strategies we will use include: check in / check out school based mentors	Garyn Boyd-Reniger, Principal

Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible



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 saw some important successes on our districts Instructional Support Model (ISM) walkthrough data and LSI / Marzano IObservation data last school year regarding standards based instruction. Our teachers are teaching the standards, are planning and implementing student centered learning activities, and are making significant growth in the area of culturally responsive instruction. What needs to improve this year (17-18) is increasing the number of grade level learning activities our students are exposed to at level 3 depth of knowledge and the intentional planning for the differentiated needs of EACH student.

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 and ISM walkthrough data shows that majority of our student’s leaning tasks / practice takes place in lower complexity levels. Although we made gains in 3rd and 5th grade in both ELA, Math, and Science, our FSA data clearly shows that we are not teaching to the level of complexity we need to allow our students to be successful on this assessment.

Another key area of improvement based on FSA data for KHEMS, is in filling in the learning gaps for our lowest 25% and at the same time holding them accountable for grade level work.

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 progression of learning goals and scales, pre / post assessments, and teacher developed formative assessments to measure student growth in meeting the standards. This year we are adding Learning Boards as a way to tracking student progress in meeting state standards. We have scheduled regular data chats with every grade level to look at progress towards both yearly and unit data based on the standards.

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).

This year with the addition of an MTSS Coach, we will tighten up our processes in the area of ongoing progress monitoring for our all of our students and Tier 2 and Tier3 students. We have PD scheduled that will provide us with the knowledge we need to decrease learning gaps with our lowest 25% percent and at the same time instruct them using grade level materials.

We use data to track student progress, track the level of small group fidelity, and implement individual interventions for students who need it inside and outside the school day. We also provide our 5th graders and their families with bridging to middle school training.

Standards-Based Instruction / Key Goals and Strategies

Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
Our primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and / or engagement is to implement Learning Walks. By the end of the 17-18 school year, KHEMS will plan and implement five learning walks at grade levels Kindergarten thru 5 th grade as measured by walkthrough data.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
We will use a data collection sheet designed by our district for Instructional Support Model walkthroughs to collect data, share the data with all instructional staff, and develop PD and PLC plans based on the findings from the data.	Garyn Boyd-Reniger, Principal
Goal 2: What is another school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement?	
By the end of the 17-18 school year KHEMS will have implemented PD, book or article study, and classroom visits to observe demonstration teachers in the areas needing growth in culturally responsive instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
The data that will be collected to monitor this process will be PLC notes, coaches logs, teacher reflections, and training assessment surveys.	Garyn Boyd-Reniger, Principal
Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible



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 among 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 90 minute, school wide, PLC every Wednesday after school facilitated by the principal, dedicated to planning, collaborating, and reviewing data. We have scheduled learning walks, data chats, and grade level planning days for the entire school year. Our master schedule allows for grade level teachers to have common planning five days a week.

 **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?

The past year our PD focused on increasing fidelity in small group reading, growing as culturally responsive instructors, tracking student progress, and planning for teaching to the standards. Our next steps will include PD in tracking student progress using iStation data, both ELA and Math strategies that will help us decrease learning gaps in our lowest 25% at the same time teach them at grade level, the continued focus on increasing rigor, including a deeper level of differentiation, and learning more about culturally responsive instruction. We are a magnet school with a focus on digital learning, so we will continue to have PD in the integration of digital learning and standards based instruction within all subjects.

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, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

Key trainings planned for summer/fall related to	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
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teacher, staff growth needs.			
Decreasing reading learning gaps using grade level texts	Wednesday, September 23 rd Tracy Bergman / Delores	2 nd thru 5 th Grade	The expected outcome is that KHEMS teachers will learn important strategies and routines that they will implement daily to decrease the learning gaps in our lowest 25%.
Decreasing math learning gaps using small group and differentiated math tasks	Wednesday, September 6 th , Lucas Hefty	1 st thru 5 th Grade	The expected outcome is that KHEMS teachers will learn important strategies and routines that they will implement daily to decrease the learning gaps in our lowest 25%.
Technology integration that will aid in developing digital standards based formative assessments, digital journals, and differentiated digital lessons that are standards based and highly engaging	July 19 th and 20 th and Follow up on August 8 th Tech Training (Laura Clark) One Drive, Staff Notebook, and Nearpod	Kindergarten thru 5 th grade	The expected outcome is that KHEMS teachers will learn how to use these digital resources so they can provide our students with rigorous and differentiated student centered learning activities on students ipads.
Build the capacity of teachers to plan effective lessons that engage ELLs in advance learning and language proficiency across the curriculum	TBA	Kindergarten thru 5 th	The expected outcome is that KHEMS teachers will learn important strategies and routines that they will implement daily to increase proficiency in our ELL subgroup
PD related to Learning Walk Data related to: use of data to increase differentiated standards-based instruction, culturally	First Learning Walks are scheduled for September 12 th and 13 th PD dates to follow	Kindergarten thru 5 th Grade	The expected outcome is that all KHEMS grade levels show significant growth in KHEM's "Big Rocks" during the 17-18 school year.

responsive instruction, and focus on monitoring students for the learning of critical content of the standard			
Refresher on understanding Learning Gains	August 7 th (pre-school)- Dan Evans	All Staff	The expected outcome is that all KHEMS staff will have an understanding of how learning gains are calculated and the importance of focusing in this area during the 17-18 school year
Small Group Reading Planning for the lowest 25%	TBD	Grades 4 th and 5 th	The expected outcome is that KHEMS teachers will learn important strategies and routines that they will implement daily to decrease the learning gaps in our lowest 25%.



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).

The area for growth that we will focus on this year is in the area of providing opportunities for stakeholders to be involved in the school. On our District’s Advanced ED survey, 79% of our parents were in agreement that KHEMS does this. Our goal is that 84% of our families are in agreement with this for the 2017-18 school year.

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 student’s 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 interpreting and using student data via trainings, data chats and/or student-led conferences.

We meet monthly with SAC, PTA, our ESOL families, and the Artz for Life program where many of our AA students go after school. We will continue our parent trainings at all grade levels on a variety of relevant

topics. We will continue to integrate academic standards and strategies into our non academic family events, which are heavily attended.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Families who regularly log onto PORTAL to check student grades / assignments, 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, email or home visits.	<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 (especially those linked to student learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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 Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
KHEMS primary goal to build stronger connections with families is, during the 2017-18 school year KHEMS will increase parent agreement from 79% to 84% on the AdvancedED survey in the area of, our school provides opportunities for stakeholders to be involved in the school.	
What is the key strategy that you will implement to accomplish this goal? Plan and implement 4 Parent Teas during the 2017-18 school year that will be focused on data, standards, and strategies to help students at home.	Name of person(s) responsible Garyn Boyd-Reniger
Goal 2: 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?	
For the 2017-18 school year Kings Highway Elementary will partner with neighborhood parents and the community to maintain a 90% or better attendance rate for extended learning activities in our students who are both AA and in the lowest 25%. We will accomplish this goal by completing the following action steps;	
Actions / Activities in Support of Goal	Evidence to Measure Success
Home visits, football field visits, Artz for life and Martin Luther Kings Center after care visits, and three meetings a year with the directors for Artz for Life and the Martin Lurther King Center.	Extended Learning Attendance Data Meeting notes
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Communicate with the directors for each program including the neighborhood football coaches to get meeting dates on the calendar as soon as possible.	Garyn Boyd-Reniger, Principal
Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible

Section 2 – Targeted School Goals / Action Steps

Academic Goal

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

WHAT
PROPORTION? of WHO? will do WHAT? by WHEN? as MEASURED BY? .

<ul style="list-style-type: none"> Count Percentage Percentage Increase Percentage Decrease 	<ul style="list-style-type: none"> All Students OR Gender Grade Level Subgroup 	<ul style="list-style-type: none"> Content Area & Collaborate to... Complete a portfolio or performance... Demonstrate a behavior... Demonstrate a proficiency... 	Select date using calendar	Narrative Box
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SMART GOALS: Please be sure that your goals throughout this document 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 goal manager and data source.

ELA / Reading Goal	Goal Manager: Garyn Boyd-Reniger
Kings Highway Elementary will increase the number of students who are reading proficiently as measured by the FSA. The proficiency level will increase by 12 percent from 43 to 55 percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps:	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
<p>KHEMS teachers will use data to plan differentiation, intervention, and scaffold instruction to increase student performance.</p> <ul style="list-style-type: none"> Teachers will utilize Jan Richardson’s Guided Reading Routine as well as other small group methods to meet the unique needs of their students. Teachers will use texts which include a progression of difficulty to stair-step students into increasingly challenging text. Teachers will utilize istation and eSpark as a way to differentiate instruction and monitor student progress. 	Conferring notes, small group lesson plans, istation data, eSpark data

<ul style="list-style-type: none"> • Teacher’s will utilize the gradual release model including explicit and modeled instruction, guided practice, and opportunities for independent practice while the teacher provides support and target feedback towards growth in the standards. • Teachers will use multiple types of assessment data to modify instruction • Teachers will meet with students frequently in one-to-one conferences to support individual student needs. 	
<p>ELA / Reading Goal</p>	<p>Goal Manager: Garyn Boyd-Reniger</p>
<p>Kings Highway Elementary will increase the number of students in the lowest quartile making learning gains as measured by the FSA. The percent of students in the lowest quartile making learning gains will increase 21 percent from 29 to 50 percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps:</p>	
<p>Actions / Activities in Support of Goal</p>	<p>Evidence to Measure Success</p>
<ul style="list-style-type: none"> • Teacher’s will utilize the gradual release model including explicit and modeled instruction, guided practice, and opportunities for independent practice while the teacher provides support and target feedback towards growth in the standards. 	<p>Observation and walkthrough data, teacher lesson plans</p>

Mathematics Goal	Goal Manager:	
Kings Highway Elementary will increase the number of students who are proficient in mathematics as measured by the FSA. The proficiency level will increase by 12 percent from 50 to 62 percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps		
Actions / Activities in Support of Math Goal	Evidence to Measure Success	
<p>Kings Highway Elementary teachers will utilized data to differentiate and scaffold instruction in order to meet the needs of every student.</p> <ul style="list-style-type: none"> • Teachers and principal analyze summative data (MAP, FSA) by individual class and across each grade level, breaking down results by standard and / or domain. • Teachers administer mathematics unit assessments in Unify and analyze the data by standards for their class and grade level. • Teachers utilize ongoing formative assessment (ex MFAS tasks) and use the information gained to adjust instruction. • Teachers will meet with students frequently in one-to-one conferences to support individual student needs. 	Teachers lesson plans, data chat outcomes, unit assessment results, conferring notes	
Mathematics Goal	Goal Manager: Garyn Boyd-Reniger	
Kings Highway Elementary will increase the number of students in the lowest quartile who make learning gains in mathematics as measured by the FSA. Students in the lower quartile who make learning gains will increase by 21 percent from 29 to 50 percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps		
Actions/ Activities in Support of Math Goal	Evidence to Measure Success	

Science Goal	Goal Manager:
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 7 percent from 42 to 49 percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps	
Actions / Activities in Support of Science Goal	Evidence to Measure Success
Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab. <ul style="list-style-type: none"> Teachers develop and adhere to a Science Lab schedule in grades 2nd-5th. Where all 3rd thru 5th graders will complete the identified progress monitoring assessments, science lab investigations and research / data collection. Monitor that our students are provided the opportunity to complete the full science lab (5 days in grades 3rd-5th) Monitor for both pre and post data for the 5 science labs in grades 3rd thru 5th). Teachers will have students take a pre-assessment (in SLAG) and post assessment on Unify to identify needs and trends in data. Teachers will use the data from the unit assessment quizzes to identify key vocabulary to be used during the vocabulary academic gaining weeks built into the science timelines. 	Science lab walk through data, data chat outcomes for pre-post test growth, teacher lesson plans, observation evidence

Other School Goals* / Use Only as Needed

*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.

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.)	
Goal Name: Healthy Schools	Goal Manager:
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:	
Actions / Activities in Support of Goal	Evidence to Measure Success
Students will take a healthy food vocabulary survey 2x per year	Completed survey
Healthy Schools Team will use the survey data to develop a plan to increase student’s knowledge of healthy eating.	Completed plan and implementation of the plan

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

<p>KHEMS will maintain an after school stem academy to increase access to stem content for students with an increased focus on under-represented populations.</p> <ul style="list-style-type: none"> • The STEM Academy teacher will promote enrollment for the STEM Academy to all students with an increased focus on the under-represented populations • STEM Academy Teachers will utilize innovative instruction that promotes higher order thinking skills and a greater depth of knowledge. • STEM Academy Teachers will be driven by problem-solving, discovery, and exploratory learning that actively engages students using the engineering design model. 	<p>STEM enrollment and attendance data, Administrative walk through data, STEM lesson plans, Student products</p>

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name:	Goal Manager:
<ul style="list-style-type: none"> • 	

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
<p>Kings Highway Elementary will increase the number of AA students who make learning gains as measured by the ELA and Math FSA. The percent of AA students who make learning gains will increase from 16% to 26% percent during the 2017-18 school year. We will accomplish this goal by completing the following action steps:</p>	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
<p>Teachers will implement culturally responsive instructional practices such as oral language, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback in order to increase the percentage of proficient students.</p> <ul style="list-style-type: none"> • Instructional Rounds with targeted feedback • Create a professional development calendar based on teacher input and needs 	<p>Instructional rounds data, administrator walkthrough and observation data, lesson plans,</p>
<ul style="list-style-type: none"> • Teacher’s will utilize the gradual release model including explicit and modeled instruction, guided practice, and opportunities for independent practice 	<p>Instructional rounds data, administrator walkthrough and observation data, lesson plans,</p>

while the teacher provides support and target feedback towards growth in the standards.	
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Subgroup Goal (ELL)	Goal Manager:
Kings Highway Elementary will increase the number of ELL students who read proficiently as measured by the ELA FSA. The proficiency level will increase by 12 percent from 47% to 59% during the 2017-18 school year. We will accomplish this goal by completing the following action steps	

Actions / Activities in Support of ELL Goal	Evidence to Measure Success
ELLs across all levels of language proficiency can access, fully engage with, and achieve rigorous grade-level content standards, while being supported in developing and using authentic language. <ul style="list-style-type: none"> • Provide opportunities for professional learning that build the capacity of teachers to plan effective lessons that engage ELs and advance learning and language proficiency across the curriculum • Teachers explicitly teach and develop the language of the content area. 	Progress monitoring data, MAPS data, lesson plan evidence, and PD attendance

Subgroup Goal (ESE)	Goal Manager:
Place goal statement here.	
Actions / Activities in Support of ESE Goal	Evidence to Measure Success
•	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success

Subgroup Goal (If Needed) Enter Goal Name	Goal Manager:
Place goal statement here (additional goal only if needed).	

Actions / Activities in Support of Goal	Evidence to Measure Success

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

Early Warning Indicator (Number of students by grade level)	Grade	Grade	Grade	Grade	Grade	Grade	Grade	School Totals	
	Select	Select	Select	Select	Select	Select	Select	#	%*
Students scoring at FSA Level 1 (ELA or Math)		9	20	12	13	17	11	82	32
Students with excessive absences / below 90 %		7	3	5	1	2	2	20	7
Students with excessive behavior / discipline**		0	1	2	2	1	1	7	2
Students with excessive course failures**		0	7	3	3	5	3	21	8
Students exhibiting two or more Early Warning indicators		0	1	2	5	12	6	26	10

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F's (or U's) in Language Arts or Math and for Ohigh schools one or more F's (or U's) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

Attendance Goal	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 2017-18 school year. We will accomplish this goal by completing the following action:		
Actions / Activities in Support of Attendance Goal	Evidence to Measure Success	
Bi-Monthly Child Study Team Meetings. Problem Solving to determine the most common reasons / barriers our students miss school.	CST meeting minutes	
Develop and implement interventions that target identified reasons / barriers to school attendance. Ensure that our students who are chronically absent meet regularly with a mentor.	The attendance data in Focus will show improvement. Check in check out logs.	

EWS - Discipline

Discipline Goal		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 2017-18 school year for classroom disruption by 5% from to percent. We will accomplish this goal by completing the following action		
Actions / Activities in Support of Discipline Goal	Evidence to Measure Success	
Plan and implement a greater number of student centered with choice learning activities and culturally relevant and responsive learning activities (voice and choice, movement, music, diverse reading materials, cooperative learning, oral language, class meetings).	Data from Learning Walks Referral Data	

Discipline Goal – Other (as needed)		Please ensure that your goal is written as a SMART goal.
Specify		
Place goal statement here (only if needed).		
Actions / Activities in Support of Goal	Evidence to Measure Success	

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 Site Based Leadership Team meets weekly to monitor attendance, academic, behavior data, and to talk about individual students. We study FSA, MAPS, eSpark, iStation, 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 learning gaps. Interventions / extended school day learning activities our students participate in include but are not limited to; additional guided reading / skills instruction, iStation, and iReady.

Early Intervention / Extended Learning Goal	Please ensure that your goal is written as a SMART goal.
Kings Highway Elementary will maintain a 90% attendance rate for extended learning activities in our students who are both AA and in the lowest 25%. We will accomplish this goal by completing the following action steps;	

Actions / Activities in Support of Goal	Evidence to Measure Success
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Personal invitation, parent conferences, home or football field visits, and incentives to secure written permission to attend after school learning.	Extended Learning Attendance Data
Keep students enrolled throughout the school year with regular incentives and celebrations	Extended Learning Attendance Data

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	38	% with advanced degrees	41
% receiving effective rating or higher		% 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, diverse instructional staff. Please be sure to reference your efforts to increase the number of black and Hispanic teachers on your campus.

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, network with other school leaders and HR to find candidates who best meet our schools growth needs and who are African American and / or Hispanic (to fit our student population).

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SAC Membership

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

Please state the days / intervals that your team meets below.

We meet every Wednesday for an hour.

 **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. Attached budget if preferred.

All SIP funds are used to fund coverage for teachers to participate in learning walks, grade level planning, and data chats.

Total SIP funds \$2,932.59 will be used to provide substitutes so that teachers can participate in data chats, instructional rounds, team planning, and PD.