



School Improvement Plan 2017-18

New Heights Elementary

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

Principal: Lisa G. Austin	SAC Chair:
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School Vision	100% Student Success
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School Mission	The mission of New Heights Elementary is to establish an effective learning environment which will develop high achieving and responsible citizens by maintaining high expectations, building positive relationships and providing relevant and rigorous learning experiences.
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Total School Enrollment	% Ethnic Breakdown:					
	Asian %	Black %	Hispanic %	Multi-Racial %	White %	Other %
	14	23	19	6	38	0

School Grade	2017: C	2016: C	2015: C	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	40	42	49	49	39	47						
Learning Gains All	48	53	50	61								
Learning Gains L25%	47	43	32	49								

School Leadership Team				
Position	First Name	Last Name	FT/PT	Years at Current School
Principal	Lisa	Austin	FT	4-10 years
Assistant Principal	Christopher	Boulanger	FT	Less than 1 year
Math Coach	Erica	Austin	FT	1-3 years
MTSS/RTI Coach	Norris	Brown	FT	1-3 years
Interventionist	Meegan	Panapolis	FT	Less than 1 year
Guidance Counselor	Marta	Bielicki	FT	1-3 years
SLP	Sherilyn	Gomez	FT	4-10 years
Social Worker	Socorro	Thomas	FT	4-10 years
Psychologist	Jesse	Steif	FT	1-3 years
Teacher Leader	Justin	Grimshaw	FT	4-10 years

Total Instructional Staff:	8	Total Support Staff:	3
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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).

The established PBIS Team monthly to review schoolwide goals as well as behavior data.
 The use of Positive Behavior Interventions and Supports - school-wide behavioral expectations (Have Respect, Act Responsibly, Work Cooperatively, Keep Trying, & Stay Safe = HAWKS).
 These school-wide expectations will be taught throughout the day within the classrooms and daily on the morning news show to create consistency in understanding of the expectations throughout the school.
 Booster assemblies to reteach school-wide expectations after breaks of 1 week or longer.
 Monthly celebrations will be used to reward safe and acceptable behaviors.
 HAWK Pride Awards will be written by teachers to celebrate students engaging in safe and respectful behaviors. Student’s names and purpose for the HAWK Pride Award will be shared on the morning news show.
 Use of an anonymous reporting system for bullying and harassment.
 Provision of daily character education and social skills lessons through the morning news show.
 All classrooms and common areas will display posters of these expectations.

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?

Each K-5 classroom maintains a behavior point system whereby each student may earn up to four points per day for meeting behavioral expectations based on the PBIS school wide plan. Minor infractions are managed using a school wide process that includes not earning the point for the specified time block when a negative consequence such as in-class or out-of-class time-out is issued (see behavior flow chart). Teachers maintain records of points earned for school wide positive rewards and recognition. In this way positive and negative consequences for behavior are more consistently earned across campus. Student’s daily behavior points are also written in their agenda so students and parents are aware of daily points earned.

- I. Visual reminder of behavior management process
- II. Sample classroom behavior chart
- III. Instruction when a student in not compliant with the process

Behavior flow presented to staff and students and reviewed regularly for Tier 1 and Tier 2 behaviors.
 Behavior definitions and a consequence menu provided to students and staff at the beginning of the school year and as a refresher throughout the year and utilized school-wide.
 Behavior data patterns reported quarterly to staff.
 Implementing the 6 M's (Meaning, Models, Monitoring, Mouth, Movement, Music) with alignment to Marzano.
 Monthly STOIC and PBIS walk-throughs are conducted by Leadership Team.
 Provision of visual materials linking school wide expectations to classroom processes are provided to teachers.

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.

School-wide behavior points will also be collected monthly by the MTSS behavior team to ensure that all classrooms are meeting the 80% average. For the classrooms that are not meeting the 80% on a consistent basis, support will be provided to the teacher to assist within the classroom or particular student(s). Students who are identified as Tier II will be placed in weekly social skills groups. Social Skills/School-wide Expectations will also be shared on the morning news show with our guidance counselor as well as with students. Monthly incentives are in place for all students to celebrate their success. Morning meeting are held daily in all classrooms. These are utilized to establish relationships with students and to continue to keep the focus on expectations.

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?

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

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

Our school utilizes the MTSS process and our internal ODS system to identify students who are in need of additional support – behaviorally or academically. Data will be collected to determine a student’s area of need. Intervention data will also be collected to determine if the intervention is successful. Data may be collected from the PBS survey data, Running Records, FOCUS, PCSB dashboard, EWS, Performance Matters, EDS and/or previous state assessments. During PLCs, teachers will work with academic coaches to analyze student work and/or classroom assessment data to ensure proper grouping of students are formed to accurately provide differentiated instruction in all content areas. Classrooms with 70% or more of the students not meeting expectations in specific subject areas will be provided with professional development to improve core instruction. Coaches as well as other school-based personnel will be utilized to provide instructional assistance, modeling and mentoring in specific subject areas to teachers in need of core subject training. CST also meets weekly to address student attendance. Incentives have been developed to improve attendance. Daily calls are made for all students marked absent. Meetings are also held with parents to discuss possible solutions to ensure that students are present on a daily basis.

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?

The leadership team will ensure that all staff members have high expectations and provide learning equitable and rigorous learning opportunities by working with teachers to ensure their lesson plans target the necessary standards, review the teachers weekly lesson plans with standards included and provide constructive feedback as necessary. PLCs will also be utilized to review data, share best teaching strategies

that will help increase rigor and develop a more student-centered approach for our students. Again, coaches as well as other school-based personnel will be utilized to provide instructional assistance, modeling and mentoring in specific subject areas to teachers in need of core subject training. Administrative walkthroughs are conducted using the district “At a Glance” guide.

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?	
Decrease the number of Discipline infractions by 50% from 172 to fewer than 90 by the end of the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Building meaningful relationships and utilizing positive/restorative discipline. Morning meetings will be held daily.	Austin, Boulanger, Yates, all instructional staff
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.	
Decrease the number of ODRs for African American students from 46% to lower that 25% by the end of the school year.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Implement culturally responsive trainings for teachers and continue to develop lesson plans that document differentiation for needs of African American students.	Austin, Boulanger, Browne, Yates, all teachers
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?

Professional development is offered through bi-weekly Teaching and Learning meetings as well as weekly meetings with content area coaches during PLCs to ensure lessons are aligned with the standards. Collaborative planning will continue among grade level teams so that effective lessons can be established and delivered on a daily basis. These lessons will be data driven based on prior state assessment scores, current student work and with the collaboration of grade level teams. AVID strategies for organization and instruction have also been utilized in grade 2-5 to increase student engagement and rigor.

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?

Key areas for improvement would include the need to incorporate more student-centered lessons in all academic areas so that student engagement as well as rigor are increased. To achieve this, teachers would utilize higher level questioning techniques and differentiate instruction to meet the needs of all students. The data utilized to determine this as an area for improvement includes district ISM and school based walk-throughs, observations and the use of formative assessments.

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.

Standards based scales are utilized in all classrooms for all academic subjects. Scales are posted with evidence of usage. Effective use of formative assessments to improve instruction is utilized in all classrooms. School developed standards-based assessments are developed in math and reading. Data is uploaded into a site-developed data-base and analyzed by administration in conjunction with curriculum coaches, SBLT, and classroom teachers to ensure necessary adjustments are made. Differentiated instruction occurs based on formative assessment data.

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).

Kindergarten Teachers hold an orientation for incoming students and their parents prior to the beginning of the school year. Readiness skills are emphasized and good choices for academic and social characteristics are presented. Materials are available to parents, as well as pamphlets covering a variety of helpful parenting subjects ranging from parenting skills, helping with homework, students with disabilities and what to expect at a parent teacher conference. New Heights also holds a yearly Spring into the future event for grades Pre-K to 4. AVID strategies such as organizational skills, and implementing rigorous instruction are supported in collaboration with feeder schools to assist students in 5th grade.

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?	
Incorporating AVID elementary strategies to close the achievement gap by preparing all students for college readiness and success in a global society.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible
Students will develop individual goals which will be monitored, reviewed and revised based on specific success criteria. Binder checks will occur to monitor individual organizational skills based on established rubric. Lesson plans will be reviewed to ensure AVID is incorporated seamlessly into instruction.	Austin, Boulanger, Browne
Goal 2: 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?	
Guided Reading, LLI and repeated reading strategies will be utilized to provide additional research-based small group instruction for students in language arts during the additional 30 minutes of daily instruction.	
How are data collected and analyzed to monitor implementation of this strategy?	Name of person(s) responsible

Running record be done monthly for all students. Students identified as requiring additional supports will also be seen by hourly teachers as well as the reading interventionist.	Browne, Casey, Panapolis, Classroom teachers
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.

Grade level teams will continue to meet in weekly planning PLCs; they meet weekly with Literacy and Math coaches; participate in monthly data reviews (academic, behavior and attendance); teaching and learning meetings incorporate culturally relevant/AVID strategies to establish and build relationships among each staff and staff/students; participate in team building activities at staff meetings; quarterly socials are planned for staff.

Based on our survey results, teachers would like more timely, specific feedback on best practices/student learning. Walk through schedule has been developed as well as a feedback form that will be left for each teacher. The form will include two areas of observed success (Glow) and a wondering/question to foster reflection in areas which may indicate opportunity for growth (grow). Teachers also expressed a need for improved overall communication. Weekly updates are sent out, PLC’s are held weekly, and curriculum coaching for individuals as well as grade levels.

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.

Scheduling committee developed a schedule that allows teachers to attend weekly grade level PLCs, weekly collaborative planning and bi-weekly staff professional development meetings with teammates/colleagues.

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?

AVID Elementary- we have expanded the program to now include all grade levels. Students grades 3-5 demonstrate improved organization. Sponsorship of AVID themed assemblies have sparked a positive focus on scholarly behaviors. We will continue to send teachers to the summer training to strengthen our site-

based team and continue to increase our use of AVID strategies. Our site-based AVID team will continue to provide on-going training to staff during monthly curriculum meetings and weekly updates.

Trauma Training- awareness of possible student personal lives, School Psychologist, Jesse Steif provided Professional development over the course of the year. We will continue to increase awareness and ways to support all the needs of our scholars through Restorative Practices trainings as well.

Marzano- increase in student achievement and standards-based lesson development- continue our focus on the high-yield strategies

Closing the Attitude Gap and Discipline Disparity Discussions- awareness of self and effect on students, strategies for connecting to students- continue this discussion with a further focus on Restorative Practices. Additional supports in this area provided by the district.

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 teacher, staff growth needs.	When? Summer, Pre-School?	Participants? Targeted Group?	Expected Outcomes?
Restorative Practices and Discipline Disparity	Pre-school and through the year	All	Decrease in suspensions and time out of class for behaviors
AVID Elementary	Summer and throughout the school year	All	Increase in rigor and engagement
Cultural Competency	Pre-school and through the year	All	Increase cultural awareness for staff, increase student achievement and decrease discipline infractions.
Trauma Informed Care	Pre-school and through the year	All	Increased awareness of staff to the ways in which environment affects student outcomes
Learning Goals, Targets, and Objectives	Weekly PLC's	All	Teachers will identify critical content
Effective Planning ELA, Math, Science	Weekly	All	Teachers will effectively plan rigorous instruction for all students
Classroom Management	Through the year	All	Staff will develop classroom environments that will foster collaborative learning and meaningful relationships.

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Family and Community Engagement

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

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

- Increase PTA Membership
 - Monthly newsletters sent home with the students
 - Parent Conferences available to accommodate parent schedule (Semester conference nights)
 - Title I compacts
- Based on the Climate survey increase communication with families through marquee, newsletters, school messenger, and social media.

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.

New Heights Elementary has put workshops and programs in place to offer parent meetings on a flexible schedule. We will provide materials in multiple languages as requested. All mailings and school documents will be available in various languages as applicable. Family workshops and parent-teacher conferences will be translated as requested. Specific accommodations for students and parents with disabilities will be provided as needed. Parent access to portal will also provide current student progress information to parents.

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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>

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

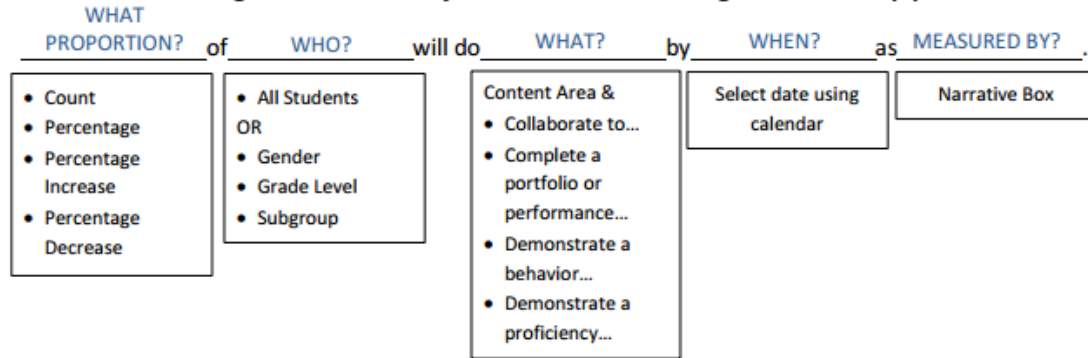
Family Engagement / Key Goals and Strategies

Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes?	
Goal: Increase family membership/participation in school events	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Utilize a variety of tools to communicate events to families (marquee, newsletters, social media)	Administration
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?	
Goal: Increase community mentors, tutors, role models in order to support student learning. Business partners can also provide job skill trainings to the intermediate students for supporting their future.	
What is the key strategy that you will implement to accomplish this goal?	Name of person(s) responsible
Family Community Liaison will reach out to local community and government offices to provide mentors and tutors.	Family Community Liaison
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.



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:
100% of students will make a minimum of one year’s growth as measured by the Spring ELA FSA in grades 4 and 5, and by MAPS in grades K-3. Increase proficiency rates in ELA from 40 to 57%. L25 will show growth of 50%+.	
Actions / Activities in Support of ELA Goal	Evidence to Measure Success
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development. Conduct instructional rounds with teachers, administration & curriculum coaches. Provide feedback & opportunities to debrief.	Student performance on English/Language Arts module assessments (formative), I-Station Indicators of Progress (formative), and the Florida Standards Assessment (summative)
Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors	Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in English/Language Arts Reading

Mathematics Goal	Goal Manager:
100% of students will make a minimum of one year’s growth as measured by the Spring Math FSA in grades 4 and 5, and by MAPS in grades K-3. Increase proficiency rates in Math to 62% for all students as measured by FSA. L25 will show growth of 50%+.	
Actions / Activities in Support of Math Goal	Evidence to Measure Success

<p>Engage in collaborative planning of standards-based instruction for Math during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development. Teachers will have the support of one full time Math Coach. Math coach will provide modeling for the teachers as well as individual coaching cycles for optimum student learning. Effective use of ST Math</p>	<p>Teachers will use MFAS Tasks to monitor student progress through the units.</p> <p>Student performance on MAPS Assessments will be monitored and shared throughout the year.</p> <p>Final performance on state assessments will be analyzed and shared.</p>

Science Goal	Goal Manager:	
50% or more of our students in grade 5 will demonstrate proficiency on the Spring Science SSA		
Actions / Activities in Support of Science Goal	Evidence to Measure Success	
<p>Engage in collaborative planning of standards-based instruction for Science during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development. Teachers will have the support of a Just in Time (JIT) Coach. JIT coaches will be able to provide modeling for the teachers as well as individual coaching cycles for optimum student learning.</p>	<p>Teachers will use SLAGS and success criteria to monitor student progress through the units.</p>	
<p>Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors</p>	<p>Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in Math</p>	

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: STEM	Goal Manager:

Increase proficiency rates in Science to 55% for 4th grade students as measured by the district common assessment and to 55% for 5th grade students as measured by Science SSA	
Actions / Activities in Support of Goal	Evidence to Measure Success
Collaborative grade level planning sessions with colleagues and JIT coaches	Students receiving effective instruction. Walk-through data will be monitored
Conduct pre and post-test for units	Growth/improvement shown in post-test

Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.)	
Goal Name: Healthy Schools	Goal Manager: Alexander Peppers
New Heights Elementary will work towards Bronze level recognition with the Alliance for a Healthier Generation.	
Actions / Activities in Support of Goal	Evidence to Measure Success
<p>In 2016-17, New Heights was eligible for national recognition in <u>4 out of 6</u> Alliance for a Healthier Generation’s Healthy Schools Program Assessment modules.</p> <p>For 2017-18, the Healthy School Team will review all assessment items to determine the most feasible item(s) to improve in one module to achieve recognition level, and then develop an action plan for that item(s) by November 2017.</p> <p>Target for 2017-18, is to become eligible for national recognition in <u>5 out of 6</u> Alliance for a Healthier Generation’s Healthy School Program Assessment Modules.</p>	By April 1, 2018, the Healthy School Team will edit the school’s Healthy Schools Program Assessment in the action plan item(s) to document improvement/achievement of one module that is now eligible for national recognition.

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

Academic Achievement Gap / Required Goals

Subgroup Goal (Black)	Goal Manager:
Increase Proficiency rates in Reading and Math to 70% for all African American students as measured by FSA.	
Actions / Activities in Support of Black Goal	Evidence to Measure Success
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading and Math during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development. Monitor lesson plans to ensure the use of the 6Ms	Student performance on English/Language Arts module assessments (formative), I-Station Indicators of Progress (formative), ST Math and the Florida Standards Assessment (summative) Walk-throughs and observations Lesson plan feedback
Implementation of Marzano Framework, Domain 1, Classroom Strategies and Behaviors	Utilize iObservation data collection tool to evaluate the implementation of standards-based instruction and Marzano framework, domain 1, classroom strategies and behaviors in English/Language Arts Reading

Subgroup Goal (ELL)	Goal Manager:
Increase Proficiency rates in Reading and Math to 70% for all ELL students as measured by FSA.	
Actions / Activities in Support of ELL Goal	Evidence to Measure Success
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading and Math during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development	Student performance on English/Language Arts module assessments (formative), I-Station Indicators of Progress (formative), ST Math and the Florida Standards Assessment (summative)
Analyze previous year's data to determine areas of concern and develop an on-going plan to address deficiencies and monitor growth.	Standards based formative assessment data

Subgroup Goal (ESE)	Goal Manager:
Increase Proficiency rates in Reading and Math to 70% for all ESE students as measured by FSA.	

Actions / Activities in Support of ESE Goal	Evidence to Measure Success
Engage in collaborative planning of standards-based instruction for English/Language Arts Reading and Math during professional learning communities utilizing a problem-solving/data-based inquiry model. Provide additional opportunities through professional development	Student performance on English/Language Arts module assessments (formative), I-Station Indicators of Progress (formative), ST Math and the Florida Standards Assessment (summative)

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 1st	Grade 2nd	Grade 3rd	Grade 4th	Grade 5th	Grade Select	Grade Select	School Totals	
								#	%*
Students scoring at FSA Level 1 (ELA or Math)	N/A	N/A	25	51	33			109	28%
Students with excessive absences / below 90 %	28	25	15	31	21			154	16
Students with excessive behavior / discipline**	12	9	7	10	6			44	5
Students with excessive course failures**	35	26	32	52	37			182	19
Students exhibiting two or more Early Warning indicators	3	0	1	24	14			42	4

*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 high 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.
Reduce the percentage of students who are absent more than 10 percent of the time from 20% to 10% by the end of the year as measured by School Profiles.		
Actions / Activities in Support of Attendance Goal		Evidence to Measure Success
Child Study Team representative will prepare a presentation for Open House stressing the importance of attendance.		Grading period reports
Child Study Team meets to review the students who are showing frequent absences. Implement district attendance initiative, Every Day Counts.		Weekly Child Study Team minutes

EWS - Discipline

Discipline Goal		Please ensure that your goal is written as a SMART goal.
Reduce the percentage of students who receive office discipline referrals from 18% to 5% by the end of the school year as reported on School Profiles.		
Actions / Activities in Support of Discipline Goal		Evidence to Measure Success

<ul style="list-style-type: none"> Identify at risk students who exhibit physical aggression. Implement behavior plan interventions with these students. <p>Identify students for Check In/Check Out program</p> <ul style="list-style-type: none"> Monitor discipline data monthly to identify apparent trends and/or need for training 	<p>Decrease in discipline referrals as compared to last year and increase in student engagement based on observation.</p>
<p>Ongoing professional development provided to teachers focusing on STOIC, and classroom management strategies.</p>	<p>Decrease in discipline referrals as compared to last year and increase in student engagement based on observation.</p>

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

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.

<p>Students will receive an additional thirty minutes of reading instruction daily and/or math instruction Students are assessed utilizing running records to obtain guided reading levels every three weeks. Interventions are modified based on assessment results. Additional intervention is provided via hourly teachers. The child study team meets bi-weekly to monitor attendance. Data chats are held regularly within grade level PLC's. Administration meets with teachers one on one to review data, including learning gains.</p> <ul style="list-style-type: none"> - Reading: One hour Reading intervention block (outside of core instruction) using Jan Richardson Guided Reading, LLI, District-provided repeated reading routines, Nemours, SRA-EIR, Elements of Reading (comprehension & vocabulary), Words Our Way, Start-Up, Build-Up, Spiral-Up, iStation, iReady, FCRR. Differentiated instruction during core instruction time was built into the master schedule for all teachers. - Math: ST Math (within the classroom and scheduled lab time), CPALMS, Touch Math, iReady, Soar to Success - Writing: small group instruction - Science: Science lab, District-provided science modules, BrainPop - Behavior: Positive Behavior Supports, Check-In/Check-Out, motivational celebrations, small groups using SkillStreaming and Strong Kids curricula, Tier 2 & 3 behavior plans, daily point system with review of expectations, Commitment to Character (character education), morning

news show - presentation of expectations and celebrating student success, HAWK pride weekly award, teacher incentives, Star Student award at grading assemblies
 - Student Engagement: Instructional Practices Inventory
 - Attendance: parent conferences, notice to parents, conference with student

Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal.
 Goal: Increase the student participation in Promise Time from 11% to 20% as measured by daily attendance by the end of the school year.

Actions / Activities in Support of Goal	Evidence to Measure Success
Communicate to parents the availability of the Promise Time program through newsletter and Open House.	Increased attendance.

Section 3 – Required Items / Resources

Instructional Employees

Current Instructional Staff Members		Complete and update only as data become available.	
# of Instructional Employees (total number)	67	% with advanced degrees	24.5
% receiving effective rating or higher		% first-year teachers	7
% highly qualified (HQT)*	100	% with 1-5 years of experience	21
% certified in-field**	100	% with 6-14 years of experience	25
% ESOL endorsed	56.6	% with 15 or more years of experience	14

*as defined in 20 U.S.C. 7801 (23). **as defined in Section 1012.2315(2), F.S. May change with ESSA.

		Select	
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SAC Compliance

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

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

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

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

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

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	Chairperson: N Joseph Browne – MTSS Coach
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Please state the days / intervals that your team meets below.

New Heights' MTSS Team meets every Wednesday

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.

TDE's provided to teachers for collaborative planning and data analysis. Substitutes – 4,250.00 approximately.

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