

The School District of Lee County

Heights Elementary School



2016-17 Schoolwide Improvement Plan

Heights Elementary School

15200 ALEXANDRIA CT, Fort Myers, FL 33908

<http://het.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	66%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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 monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Heights Elementary IB World School is dedicated to developing balanced, lifelong learners through educational excellence, a global perspective, reflection and action.

b. Provide the school's vision statement.

To be a world-class school.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Heights Elementary IB World School has been an authorized IB Primary Years Program for the past five years. Our mission is to develop balanced, lifelong learners through educational excellence, a global perspective, reflection and action. We value educating the whole child by preparing them to be successful in the world. Students' cultures and countries are explored and connections are made through real world experiences. Teachers participate in professional development which addresses cultures and building relationships.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Heights Elementary follows all School District safety and security requirements. All staff participate in on-line and school professional development. All students create classroom essential agreements and follow all school procedures and rules. School Counselors provide classroom lessons that emphasize the IB Learner Profile, anti-bullying and respectful personal interactions. The Heights PTA sponsored an anti-bullying program for this school year for all students and staff.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Central to the IB Curriculum is "The Learner Profile". This character building philosophy is taught to all students at Heights. These character traits are honored in countries throughout the world. We also follow the Love & Logic Program which emphasizes the belief that all students have the ability to make positive choices. We also involve parents in this process. These two programs have a positive affect on the behavior of our students. Our students are engaged and excited to learn. Our teachers have high academic and behavior expectations for all students. When necessary, we follow the MTSS/PBS model for the few students who need additional support for behavioral challenges. School Counselors provide support to teachers, students and parents.

d. 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.

All Heights staff are encouraged to provide support to our students. Teachers, School Counselors, Paraprofessionals, Office Staff, Custodians, Volunteers, etc. are active participants in the social-emotional needs of Heights students. We also offer a Love & Logic Parent class to interested family

members. Positive reinforcement is provided in the classroom, during school-wide activities and after school programs. Mentors are provided during the school year to give added support to specific students. School Counselors provide classroom guidance lessons throughout the school year. Our Student Gallup Poll results are also used to guide us to make decisions to meet the social-emotional needs of all students.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

1. Increase parent and community involvement during the school day through volunteering.
2. Invited all parents to join and/or attend School Advisory Council meetings where the mission and vision, along with the School Improvement Plan, are discussed and changed.
3. Use of teacher websites to communicate with parents about homework and classroom activities.
4. Use of Parentlink to communicate tardies, absences, and grades to parents.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Many of our community partners are also parents of students at our school. This natural relationship builds strong partnerships with parents and community members with the end goal of student achievement in mind.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Palow, Doug	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Thorstad, Lindsey	Instructional Coach
Nest-Tapanes, Vivian	Instructional Coach
Licata, Michael	Instructional Coach

b. Duties

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

Principal/Assistant Principal

1. Facilitate implementation of the MTSS problem-solving process in your building
2. Provide or coordinate valuable and continuous professional development
3. Assign paraprofessionals to support MTSS implementation when possible
4. Attend MTSS Team meetings to be active in the MTSS change process
5. Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

1. Often are MTSS team facilitators
2. Schedule and attend MTSS Team meetings
3. Maintain log of all students involved in the MTSS process
4. Send parent invites
5. Complete necessary MTSS forms
6. Conduct social-developmental history interviews when requested

Classroom Teacher

1. Keeps ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
2. Attend MTSS Team meetings to collaborate on and monitor students who are struggling
3. Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports
4. Deliver instructional interventions with fidelity

Speech-Language Pathologist

1. Attend MTSS Team meetings for students receiving supplemental and intensive supports
2. Complete communication skills screening for students unsuccessful with Tier 2 interventions
3. Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact

School Psychologist

1. Attend MTSS Team meetings on some students receiving supplemental supports and on all students receiving intensive supports
2. Monitor data collection process for fidelity
3. Review and interpret progress monitoring data
4. Collaborate with MTSS Team on effective instruction and specific interventions
5. Incorporate MTSS data when guiding a possible ESE referral and when making eligibility decisions

ESOL Representative

1. Attend all MTSS Team meetings for identified ESOL Students, advising and completing LEP paperwork
2. Conduct language screenings and assessments
3. Provide ELL interventions at all tiers

2. 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.

The MTSS Problem-Solving team at Heights Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

1. Heights Elementary is not a Title I school and does not receive funds from Title I.
2. Heights completes a Professional Development Plan (PDP) in collaboration with Title II. The PDP is concentrated in reading, math, science, and writing to meet the needs of the targeted subgroups not making annual AMO targets.
3. Food and Nutrition Services offers healthy meals to all students. All students receive free breakfast and lunch at Heights Elementary.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Doug Palow	Principal
Anika Carter	Principal
Dorothy Lytle	Teacher
Vanessa Sax	Parent
Lino Figueiredo	Education Support Employee
Lucia Nastasi	Teacher
Lauren Bernaldo	Business/Community
Nicole Watts	Parent
Tiffany Williams	Parent
Dolly Farrell	Parent
Tanya Keller	Parent
Lesley Ford	Parent
Jocelyn McCleary	Parent
Jenn Jessogne	Parent
Jessica Fuller	Parent
Jodi Schefers	Parent
Georgia Kline	Parent
John Scheller	Student
Gloria Ray	Teacher
Lizzette Roman	Education Support Employee
Michael Licata	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

Each SAC member received a draft copy of the School Improvement Plan electronically. At our SAC meeting all members were encouraged to discuss and ask questions regarding all sections of the SIP.

Our SAC committee brought the same concerns forward that our staff did, concerning attainability of goals with our increased populations of students from all subgroups.

b. Development of this school improvement plan

The Leadership team proposes a SIP to the staff. Teachers are encouraged to read through SIP and ask questions or raise concerns about any areas.

The SAC Committee reviews and discusses the SIP before and after scheduled meetings.

The SAC Committee is encouraged to bring up suggestions, ideas, and corrections as needed.

Parents and community members are also encouraged to read through SIP and ask questions at Meet the Teacher afternoon and at Open House.

c. Preparation of the school's annual budget and plan

Determined by Principal.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

SAC Funds were be used to purchase classroom textbooks and materials. We allocated \$828.18 towards these purchases.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Palow, Doug	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Thorstad, Lindsey	Instructional Coach
Nest-Tapanes, Vivian	Instructional Coach
Licata, Michael	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

1. Assist teachers as they implement the new core/supplemental reading program-which may include professional development, modeling lessons, and use of district trainers.

2. After-school cuccicular activities involving reading as the focus.

3. Utilizing the Principal's book club to encourage reading.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Heights Elementary has formed Professional Learning Communities among the teachers at every grade level.

These PLC's meet once a week to collaborate their planning and instruction for students who are achieving below, on and above grade level. Instruction for each of these student groups is planned and implemented on a weekly basis.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Bi-monthly meetings with new teachers and Assistant Principal
2. Partnering of new teachers with veteran staff members
3. Monthly Professional Development offered to all teachers
4. Modeling of lessons in the classroom by Curriculum Specialists and Teacher leaders

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

1. All first year teachers are paired with a veteran teacher for mentoring-these veteran teachers are endorsed through training to mentor another teacher. Each pairing is carefully put together looking at work ethic and personalities. The teacher mentor will observe the new teacher and provide feedback at least four times a year.
2. All first year teachers meet monthly with Assistant Principal and their mentor to discuss topics agreed upon at their first meeting. Professional Development around discussed topics will be delivered.
3. Topics: Electronic lesson plans, MTSS process, IEP's, Cum folders, Parent communication, Parent meetings, Software, Maintenance issues, abuse issues, Literacy and Math Assessments, Referrals, who to contact for certain issues, and use of core reading and math materials.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

The core materials used for literacy, math, science, and social studies are determined by the district. These materials were purchased due to their alignment with Florida Standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Heights Elementary has implemented Professional Learning Communities at every grade level among all teachers. Teachers meet weekly to discuss students who are achieving above, at, or below grade level standards. Student data is used to group students appropriately according to which standards they are mastering or not mastering.

At these PLC meetings, teachers discuss strategies for teaching these groups of students in order to meet their diverse needs. Students will be grouped according to needs and then re-taught or enhanced as needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 40,500

Provide a quality before and after school program that allows students physical activity, homework assistance, and structured play activities.

Strategy Rationale

Students enrolled in the Before/After school Program will be provided one hour of homework assistance nightly, working on skills and strategies previously learned in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Palow, Doug , douglascp@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Performance Matters reports and Parent Survey

Strategy: Extended School Day

Minutes added to school year: 4,800

Provide instruction beyond the school day to targeted populations of students in Reading, Writing, and Math.

Strategy Rationale

To reteach populations of students not meeting academic standards on their grade level.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Salko, Diane, dianets@leeschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Achievement Data in Performance Matters will be assessed by the Leadership Team.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

1. Heights Elementary offers a Meet Your Teacher afternoon where parents may bring in their students (Pre-K-5) to acclimate them to the school and meet their teacher before school starts. A more formal Open House will also be offered approximately one month after school begins for all Pre-K through 5 students.
2. All incoming Kindergarten students are assessed prior to or upon entering school before they are placed in a classroom. Data will be used to group students and to plan daily academic and social/emotional instruction.

b. College and Career Readiness

1. 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

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

N/A

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Heights Elementary teachers will implement instructional delivery to students in multiple/differentiated levels of intensity based on data.
- G2.** Heights Elementary will reduce the amount of OSS of students for the school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Heights Elementary teachers will implement instructional delivery to students in multiple/differentiated levels of intensity based on data. 1a

G082924

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
ELA/Reading Gains	60.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	70.0
Math Gains	65.0
Math Lowest 25% Gains	63.0
FCAT 2.0 Science Proficiency	61.0

Targeted Barriers to Achieving the Goal 3

- Knowledge of how to collect and use data

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development opportunities
- Flexible PLC's at each grade level
- Site based Leadership Team
- Teachers/Para-professionals/Volunteers
- Performance Matters/Unify and CASTLE used to track students
- STAR and STAR EL District-wide reading and math software program

Plan to Monitor Progress Toward G1. 8

Leadership Team will collect data from Performance Matters, CASTLE, FOCUS, Renaissance Place, and report cards.

Person Responsible

Doug Palow

Schedule

Quarterly, from 9/22/2016 to 5/10/2017

Evidence of Completion

Grades and scale scores

Plan to Monitor Progress Toward G1. 8

School Leadership Team is regularly looking at school goals and school performance data to make decisions about school improvement, and professional development needs and support.

Person Responsible

Doug Palow

Schedule

Monthly, from 10/10/2016 to 5/23/2017

Evidence of Completion

STAR 360 Reading and Math data, standard tracker reports for each ELA and Math common assessments from Unify.

G2. Heights Elementary will reduce the amount of OSS of students for the school year. 1a

G082925

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	30.0

Targeted Barriers to Achieving the Goal 3

- Students home life situations, events happening outside of school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Counselors
- Love and Logic
- Mentor Program

Plan to Monitor Progress Toward G2. 8

Leadership Team members will observe teacher interactions with students and review disciplinary data for the school.

Person Responsible

Doug Palow

Schedule

Quarterly, from 9/30/2016 to 5/20/2017

Evidence of Completion

Guidance counselor lesson data reports, teacher feedback, and disciplinary reports

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key


G1. Heights Elementary teachers will implement instructional delivery to students in multiple/differentiated levels of intensity based on data. 1

 G082924

G1.B3 Knowledge of how to collect and use data 2

 B219843

G1.B3.S1 Provide instructional guidance and professional development of data collection and its use to differentiate instruction. 4

 S232120

Strategy Rationale

We focused so much on standards and assessments that we now need to focus on data collection and use of data.

Action Step 1 5

Teachers will be provided professional development on data collection resources.

Person Responsible

Michael Licata

Schedule

Quarterly, from 9/28/2016 to 5/19/2017

Evidence of Completion

professional developments at staff meetings, teacher data binders, grade level meetings

Action Step 2 5

Members of Leadership Team will be facilitators of each PLC in the school to help gather data and facilitate data discussions.

Person Responsible

Doug Palow

Schedule

Weekly, from 9/5/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Teacher Leaders of each grade level meet with members of leadership team to review data collection procedures and use of data in regards to instruction

Person Responsible

Doug Palow

Schedule

On 5/31/2017

Evidence of Completion

Grade level meeting minutes and data binders.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

PLC meeting minutes will be reviewed and reflected upon at Leadership Team meetings

Person Responsible

Doug Palow

Schedule

Biweekly, from 8/30/2016 to 5/30/2017

Evidence of Completion

Each member of Leadership Team shares successes and challenges of their PLC group.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

We will know that we have provided quality training and leadership when teachers are positive and implementing wide range of instructional delivery based on their own class data.

Person Responsible

Doug Palow

Schedule

Weekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Teacher Data binders, lesson plans, and walk-throughs

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

We will know that we have provided quality training and leadership when PLC groups are pulling relevant data from given resources and using it in an effective manner.

Person Responsible

Doug Palow

Schedule

Biweekly, from 10/10/2016 to 5/31/2017

Evidence of Completion

Results of data of common assessments, teacher discussions at PLC (lowest 25%, learning gains, achievement levels....)

G2. Heights Elementary will reduce the amount of OSS of students for the school year. 1

 G082925

G2.B1 Students home life situations, events happening outside of school 2

 B219844

G2.B1.S1 Teachers will be trained to implement Love and Logic 4

 S232121

Strategy Rationale

Many students need guidance in how to handle emotions and situations that may arise.

Action Step 1 5

Teachers of all levels will be trained on implementation of Love and Logic

Person Responsible

Doug Palow

Schedule

Quarterly, from 9/30/2016 to 5/20/2017

Evidence of Completion

In-service records

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Staff Love and Logic Book Study

Person Responsible

Lindsey Thorstad

Schedule

Quarterly, from 9/30/2016 to 5/20/2017

Evidence of Completion

Teachers are responsible to read chapters of book and be ready to share and discuss at faculty meetings their insight and experiences of Love and Logic.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Classes will be provided for parents and trainings will be provided for new teachers on basic elements Love and Logic

Person Responsible

Lindsey Thorstad

Schedule

Quarterly, from 9/30/2016 to 5/20/2017

Evidence of Completion

Parents and teachers attending will have to document examples of a situation where Love and Logic was used and how it impacted the child's ability to handle their own situation.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M300457	Leadership Team will collect data from Performance Matters, CASTLE, FOCUS, Renaissance Place, and...	Palow, Doug	9/22/2016	Grades and scale scores	5/10/2017 quarterly
G1.B3.S1.A1 A296934	Teachers will be provided professional development on data collection resources.	Licata, Michael	9/28/2016	professional developments at staff meetings, teacher data binders, grade level meetings	5/19/2017 quarterly
G2.MA1 M300461	Leadership Team members will observe teacher interactions with students and review disciplinary...	Palow, Doug	9/30/2016	Guidance counselor lesson data reports, teacher feedback, and disciplinary reports	5/20/2017 quarterly
G2.B1.S1.MA1 M300459	Classes will be provided for parents and trainings will be provided for new teachers on basic...	Thorstad, Lindsey	9/30/2016	Parents and teachers attending will have to document examples of a situation where Love and Logic was used and how it impacted the child's ability to handle their own situation.	5/20/2017 quarterly
G2.B1.S1.MA1 M300460	Staff Love and Logic Book Study	Thorstad, Lindsey	9/30/2016	Teachers are responsible to read chapters of book and be ready to share and discuss at faculty meetings their insight and experiences of Love and Logic.	5/20/2017 quarterly
G2.B1.S1.A1 A296936	Teachers of all levels will be trained on implementation of Love and Logic	Palow, Doug	9/30/2016	In-service records	5/20/2017 quarterly
G1.MA2 M300458	School Leadership Team is regularly looking at school goals and school performance data to make...	Palow, Doug	10/10/2016	STAR 360 Reading and Math data, standard tracker reports for each ELA and Math common assessments from Unify.	5/23/2017 monthly
G1.B3.S1.MA3 M300456	PLC meeting minutes will be reviewed and reflected upon at Leadership Team meetings	Palow, Doug	8/30/2016	Each member of Leadership Team shares successes and challenges of their PLC group.	5/30/2017 biweekly
G1.B3.S1.MA1 M300453	We will know that we have provided quality training and leadership when teachers are positive and...	Palow, Doug	10/10/2016	Teacher Data binders, lesson plans, and walk-throughs	5/31/2017 weekly
G1.B3.S1.MA4 M300454	We will know that we have provided quality training and leadership when PLC groups are pulling...	Palow, Doug	10/10/2016	Results of data of common assessments, teacher discussions at PLC (lowest 25%, learning gains, achievement levels....)	5/31/2017 biweekly
G1.B3.S1.MA1 M300455	Teacher Leaders of each grade level meet with members of leadership team to review data collection...	Palow, Doug	10/17/2016	Grade level meeting minutes and data binders.	5/31/2017 one-time
G1.B3.S1.A2 A296935	Members of Leadership Team will be facilitators of each PLC in the school to help gather data and...	Palow, Doug	9/5/2016		5/31/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Heights Elementary teachers will implement instructional delivery to students in multiple/differentiated levels of intensity based on data.

G1.B3 Knowledge of how to collect and use data

G1.B3.S1 Provide instructional guidance and professional development of data collection and its use to differentiate instruction.

PD Opportunity 1

Teachers will be provided professional development on data collection resources.

Facilitator

Leadership team members, District PD

Participants

teachers

Schedule

Quarterly, from 9/28/2016 to 5/19/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B3.S1.A1	Teachers will be provided professional development on data collection resources.	\$0.00
2	G1.B3.S1.A2	Members of Leadership Team will be facilitators of each PLC in the school to help gather data and facilitate data discussions.	\$0.00
3	G2.B1.S1.A1	Teachers of all levels will be trained on implementation of Love and Logic	\$0.00
Total:			\$0.00