

The School District of Lee County

# Harlem Heights Community Charter School



2017-18 Schoolwide Improvement Plan

# Harlem Heights Community Charter School

15570 HAGIE DR, Fort Myers, FL 33908

<http://heightscharterschool.org/>

## School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	93%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	98%

## School Grades History

Year  
Grade

## 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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Harlem Heights Community Charter 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.

The mission of Harlem Heights Community Charter School is to serve children in their initial years of schooling who are at risk for academic challenges as a result of severe economic disadvantage and/or living in a home where English is not the primary language.

##### b. Provide the school's vision statement.

The school's vision is to create a small school community with focused and developmentally appropriate direct instruction in which all students are valued, accepted for who they are, supported in the development of core academic skills and encouraged to challenge their learning toward excellence.

#### 2. School Environment

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

The school is located within a Community Center servicing a specific census designated area in Lee County. The majority of students enrolled live within this area, and their families have been involved with the Community Center in some capacity. As a result, the school staff is familiar with students' families prior to student enrollment. This has allowed the school to be aware of and responsive to the cultural characteristics of students and has made the building of positive relationships between school and family relatively easy.

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

The School operates with a school wide behavior plan that is in effect before and during school. This plan is congruent with the program-wide behavior plan used by the community center's after school program which 98% of the enrolled students attend. This plan is based around the key concepts of Safety, Ownership, Acceptance and Respect. The consistency in behavioral expectations, and responses to student behavior from 7 a.m. to 6 p.m. allows students a sense of safety and security.

##### 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.

When students create a problem for themselves or others, the staff will intervene to stop or change that behavior. The staff recognizes that everyone makes mistakes. How the staff reacts to these mistakes and how the staff intervenes can help the students learn from their mistakes. The staff believes in following these principles:

- The student and the situation is handled on an individual basis. At Harlem Heights Community Charter School we believe that every situation is unique. Different strategies work for different students and different situations.
- The student is encouraged to make decisions, to solve problems and will live with the consequences

of those decisions. School staff always advise or guide students to do what they believe is best for the student and the school.

- The staff encourages problem solving, teaches and models respect for each other and responsibility for actions. The student is guided through a problem solving process where they learn to recognize the rights of others and acquire appropriate decision-making skills.
- The student will take ownership for actions and feelings and will be left with a feeling that he/she has some control. Students have alternatives or choices. With these choices, students have control of their consequences.
- The student will learn from his/her problem. The student needs guidance for understanding the situation and time for reflection.
- Students are always given the opportunity to maintain their respect and self-esteem. A student's self-concept can be enhanced even during situations in which students are being disciplined or required to meet firm expectations.
- An equal balance of consequences and concern replace punishment whenever possible. Students need to understand the relationship between their decisions and the consequences that result. Consequences will be given showing genuine concern for the student's problem. This alleviates some power struggles and encourages self-reflection.

To help students maintain appropriate behavior the Harlem Heights Community Charter School will use S.O.A.R as a guide and reminder to students. S: Safety - protecting others and ourselves from hurt, harm or injury; O: Ownership - being responsible for your actions, words and behaviors; A: Acceptance - honoring others and ourselves for who we are and recognizing our unique differences; R: Respect - giving worth and value to others' feelings, needs, thoughts, ideas, wishes and preferences.

**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.**

Weekly character education classes address the social-emotional development of students. Additionally, the students have access to a Master's level social worker who provides individual and small group counseling to those experiencing social-emotional challenges.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.**

Early warning indicators include:

- \* Attendance below 90%
- \* One or more suspensions, wither in or out of school
- \* Course failure in Language Arts or Math in any marking period
- \* A substantial reading deficiency
- \* Academic growth less than 50% of expected growth during a marking period.

As a school serving Kindergarten-Grade 2 students only, it is important that early identification be balanced with an awareness of the normal range of development in children of this range. Similarly, as over 70% of the enrolled students do not speak English as their first language we are aware of the need for English Language Development as a prerequisite for many Language Arts and literacy skills.

**b. Provide the following data related to the school's early warning system**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Substantial Reading deficiency	0	1	1	0	0	0	0	0	0	0	0	0	0	2
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

**c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.**

Intervention begins in the classroom through differentiated instruction determined by on-going skill assessment and progress monitoring. Weekly team meetings to review and analyze student performance data allows students to be grouped and regrouped into work "teams" so that they are receiving experiences on their instructional level at all times. Those students in need of additional support are provided with extended learning opportunities before, during and after school by certified specialists (ESE and ESOL teachers). When the data suggests that these school-wide strategies are not providing the support needed for adequate student progress, the school convenes the MTSS team to begin the process of identifying and implementing additional, specialized services. Additional individual and small group tutoring/remediation, computer-based remedial activities, cross-grade instruction, and alternative instructional materials are some of the additional interventions that may be put into place. In the case of attendance issues, a home visit is conducted by the classroom teacher, social worker and school administrator.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/455719>.



**2. Description**

A PIP has been uploaded for this school or district - see the link above.

**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.**

Cooperative efforts of parents, families, educators, community members, and businesses for the common good of the students provide challenging and rewarding experiences. One of the school’s most valuable resources is the community and the resources available through The Heights Center (Community Center where the school is located). The school works with community agencies to develop partnerships focused on increasing academics as well as addressing and supporting student, family, and community issues and concerns. These partnerships can include, but not be limited to, mentoring, tutoring, counseling, health care, staff development and entertainment for student incentives and rewards. The community interactions provide the students with a sense of connections to the community. Commitment to helping parents become actively involved in supporting their children’s education is central to the school’s programming.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Mathinos, Deb	Other

**b. Duties**

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

As a very small school (3 classes, 51 students), the Director works in concert with all instructional staff in the design and delivery of instruction. The Director leads weekly team meetings as scheduling, assessments, data analysis and collection, student performance concerns, etc. are discussed. Staff input is actively sought and incorporated into weekly and monthly instructional planning for the school. Staff are encouraged to be very actively involved in the decision-making of the school.

**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 School Director is responsible for developing and implementing the school budget, including all funds derived from Federal, State and local sources. Inventory is tracked by the school administrative assistant. As a very small school (3 classes, 51 students), the Director works in concert with all instructional staff in the design and delivery of instruction. The Director leads weekly team meetings as scheduling, assessments, data analysis and collection, student performance concerns, etc. are discussed. Staff input is actively sought and incorporated into weekly and monthly instructional planning for the school. Staff are encouraged to be very actively involved in the decision-making of the school. Discussions surrounding the most effective use of federal, state and local funds occur

among all employees of the school on a quarterly basis. Staff input related to budgeting is also obtained in early spring for the upcoming school year.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Deb Mathinos	Principal
Marisol Cuevas	Business/Community
Ricardo Gonzalez	Parent
Emily Roman	Education Support Employee
Ena Fuentes	Teacher
Yajaira Santos	Parent
Melissa Barlow	Business/Community

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

The School Accountability Team (the school's title for SAC) reviewed 2016-2017 end of year student performance data on 9/25/17. At this meeting the Team also reviewed data related to parent engagement activities and professional staff training. The Team was pleased with the outcomes from the School's first year of operation.

##### b. Development of this school improvement plan

The School Accountability Team played a critical role in updating and expanding the current school improvement plan. This too occurred at the 9/25/17 meeting following last year's plan evaluation.

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

The Director prepares a preliminary, working budget which is presented to the School Accountability Team in early Spring for their review and input. Based on recommendations from the SAT and feedback from the instructional team, a draft budget is created and taken to the School board of Directors for review.

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

Not applicable - no school improvement funds

#### 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
Mathinos, Deb	Other

**b. Duties**

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

As a very small school (3 classes, 51 students), the Director works in concert with all instructional staff in the design and delivery of instruction. The Director leads weekly team meetings as scheduling, assessments, data analysis and collection, student performance concerns, etc. are discussed. Staff input is actively sought and incorporated into weekly and monthly instructional planning for the school. Staff are encouraged to be very actively involved in the decision-making of the school. As the charter school was designed specifically to address the literacy development of non-English speaking children who are living in extreme poverty, instructional efforts are heavily geared toward promotion of English language proficiency and literacy in students.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

As a small school with 3 classroom teachers, 1 ESE specialist and 1 ESOL specialist it is very easy for collaborative planning and instruction to occur. The school is designed as a learning community where all students are known to all teachers. Cross grade grouping and regrouping occurs to provide instruction at appropriate levels for all students which requires a great deal of collaboration between and among the instructional staff. The school schedule is such that teachers have a common plan period 3 times each week to facilitate this planning.

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

The school recruits highly qualified and effective teachers by emphasizing the unique characteristics of its structure and program. Very small class sizes, instructional flexibility, cross grade collaboration and joint decision making are all aspects of the school that are attractive to the kind of teacher desired by the school. Support is given to teachers for their continued professional growth and salary adjustments are made related to professional performance and growth. These factors are believed to assist in the retention of highly effective staff.

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

The mentoring program is led jointly by the Director and the ESE teacher. the Director had prior responsibility for a large District's Teacher Induction Program and has extensive background in teacher evaluation and development. the ESE teacher has over 35 years experience as an educator in a wide variety of settings with students from very diverse backgrounds and with many academic and behavioral challenges. Again, as a small school community, the school is able to provide one on one, frequent mentoring conversations among staff.

**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.**

Each grade level skill scope and sequence is built from the Florida standards in such a way as to insure that student skills meet expectations at Benchmark years. The School utilizes a standards-based report card to easily track student progress on standards and as a vehicle to communicate these standards and expectations to parents.

### 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.**

Student performance data is collected through a variety of assessment techniques on a weekly basis. These assessments includes class and grade level screening and progress monitoring. Screening measures provide an initial indication of students at-risk for learning challenges and this data is used for classroom level differentiation of instruction. Most frequently used forms of differentiation include:

- A personalized course packet with individualized remediation materials;
- One-on-one reteaching with a student, designed around his/her specific challenges;
- Students grouped into small groups, which are designed around their strengths and weaknesses to re-teach an idea or skill;
- Using reading materials at varying readability levels;
- Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
- using manipulatives or other hands-on supports for students who need them;
- Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner; and
- Giving students options of how to express required learning

#### **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:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

The majority of incoming cohorts of students are transitioning from area preschools into Kindergarten. Several strategies are used to facilitate this transition. Staff meet with incoming students' preschool teachers to gather information about readiness skills, attendance, behavioral strengths, etc. This information, used in conjunction with entry skill screening and parent survey information allows the school to have a sense of the incoming Kindergarteners' strengths and potential needs. For those students entering the school initially as first or second graders, a contact is made between the classroom teacher and the student's previous teacher so that similar information can be shared. Additionally, if there is any confusion about information contained in the incoming student's cumulative file, clarification is sought through direct contact with the prior teacher.

As this is only the second year of operation for the School we have not yet had the need to transition any students to the Middle School level.

**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.**

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

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

**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.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

Beginning of Year STAR Literacy Assessment identified 33% of Kindergarten students, 75% of First graders and 50% of second graders on target for achieving grade level Literacy benchmarks.

## **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.

64% of students are English Language Learners

97% of students are economically disadvantaged restricting their school readiness

## **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

**1** = Problem Solving Step       S123456 = Quick Key


## Strategic Goals Summary

- G1.** BOY STAR Literacy assessment identified 33% of Kindergarten students, 75% of First graders and 50% of second graders on target for achieving grade level Literacy benchmarks. The strategic goal is to increase the percentage of students performing at grade level benchmark, as measured by EOY STAR Literacy assessment as follows: Kindergarten 75%; First Grade 95%, Second Grade 80%.

## 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.** BOY STAR Literacy assessment identified 33% of Kindergarten students, 75% of First graders and 50% of second graders on target for achieving grade level Literacy benchmarks. The strategic goal is to increase the percentage of students performing at grade level benchmark, as measured by EOY STAR Literacy assessment as follows: Kindergarten 75%; First Grade 95%, Second Grade 80%. 1a

 G094767

**Targets Supported** 1b

Indicator	Annual Target
Literacy Rate - Kindergarten	75.0
Literacy Rate - Grade 1	95.0
Literacy Rate - Grade 2	80.0

**Targeted Barriers to Achieving the Goal** 3

- 64% of students are English Language Learners
- 97% are economically disadvantaged which has impacted early academics entering into school

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Full time Certified ESOL teacher and curriculum
- 1 to 10 Teacher Ratio to support academic needs of students

**Plan to Monitor Progress Toward G1.** 8

EOY DATA collected to observe growth

**Person Responsible**

Deb Mathinos

**Schedule**

Annually, from 5/1/2018 to 5/1/2018

**Evidence of Completion**

Change in student skill levels



## 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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** BOY STAR Literacy assessment identified 33% of Kindergarten students, 75% of First graders and 50% of second graders on target for achieving grade level Literacy benchmarks. The strategic goal is to increase the percentage of students performing at grade level benchmark, as measured by EOY STAR Literacy assessment as follows: Kindergarten 75%; First Grade 95%, Second Grade 80%. **1**

 G094767

**G1.B1** 64% of students are English Language Learners **2**

 B254804

**G1.B1.S1** Developing schedule for ESOL teacher to work in both pull out and push-in models. **4**

 S269172

### Strategy Rationale

Additional Instruction and support during ELA and then again in afternoon access assists with small group intensive instruction for students.

### Action Step 1 **5**

ESOL Certified teacher will be scheduled to work with students in small groups in both push in and pull out models

#### Person Responsible

Deb Mathinos

#### Schedule

On 5/30/2018

#### Evidence of Completion

ELL Student growth from small group work will be obtained in EOY Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Observing if schedule is maintained and observation of ELL groups

**Person Responsible**

Deb Mathinos

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

***Evidence of Completion***

Observation Data and schedule

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Progress monitoring of student English language proficiency

**Person Responsible**

Deb Mathinos

**Schedule**

Monthly, from 9/1/2017 to 5/30/2018

***Evidence of Completion***

Student assessment results

**G1.B1.S2** ELL curriculum focused on ELL needs. 4

S269173

**Strategy Rationale**

Curriculum focused on additional vocabulary needs for students developing in this area will assist with growth.

**Action Step 1** 5

Purchase and Use of ELL specific curriculum by ESOL Teacher

**Person Responsible**

Deb Mathinos

**Schedule**

Annually, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Shipping invoices

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

Purchases documented and materials used by teacher

**Person Responsible**

Deb Mathinos

**Schedule**

Monthly, from 8/10/2017 to 5/30/2018

**Evidence of Completion**

Invoices and teacher observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Progress monitoring of students' English Language proficiency

**Person Responsible**

Deb Mathinos

**Schedule**

On 10/10/2017

**Evidence of Completion**

Student assessment results

**G1.B1.S3** ESL classes for adult family members 4

 S269174

**Strategy Rationale**

Developing English Language in parents will support the ability to work with their students at home.

**Action Step 1** 5

Referring parents to Heights Center ESL classes

**Person Responsible**

Deb Mathinos

**Schedule**

Weekly, from 10/10/2017 to 5/30/2018

**Evidence of Completion**

Class attendance

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

Monitoring parents attendance in program

**Person Responsible**

Deb Mathinos

**Schedule**

Monthly, from 10/10/2017 to 10/10/2017

***Evidence of Completion***

Attendance sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** 7

Collection of periodic data related to parents' English Language proficiency

**Person Responsible**

Deb Mathinos

**Schedule**

Quarterly, from 10/10/2017 to 10/10/2017


***Evidence of Completion***

Collect DATA and do growth comparisons

**G1.B2** 97% are economically disadvantaged which has impacted early academics entering into school **2**

 B254805

**G1.B2.S1** Students will have small student/teacher ratio and will be provided differentiated instruction at their instructional level as well as small group, intensive literacy instruction. **4**

 S269175

### **Strategy Rationale**

Students with intensely focused instruction presented in small groups will show growth in their learning.

### **Action Step 1** **5**

Intense small group instruction based on DATA for all students

#### **Person Responsible**

Deb Mathinos

#### **Schedule**

Daily, from 8/10/2017 to 5/30/2018

#### **Evidence of Completion**

EOY DATA

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

Classroom Walkthrough Data

#### **Person Responsible**

Deb Mathinos

#### **Schedule**

Monthly, from 8/10/2017 to 5/30/2018

#### **Evidence of Completion**

Form used for walkthrough data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Progress monitoring of student skills

**Person Responsible**

Deb Mathinos

**Schedule**

Monthly, from 10/10/2017 to 10/30/2017

***Evidence of Completion***

Change in student skill assessments

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S2.MA1 M383849	Progress monitoring of students' English Language proficiency	Mathinos, Deb	10/10/2017	Student assessment results	10/10/2017 one-time
G1.B1.S3.MA1 M383851	Collection of periodic data related to parents' English Language proficiency	Mathinos, Deb	10/10/2017	Collect DATA and do growth comparisons	10/10/2017 quarterly
G1.B1.S3.MA1 M383852	Monitoring parents attendance in program	Mathinos, Deb	10/10/2017	Attendance sheets	10/10/2017 monthly
G1.B2.S1.MA1 M383853	Progress monitoring of student skills	Mathinos, Deb	10/10/2017	Change in student skill assessments	10/30/2017 monthly
G1.MA1 M383855	EOY DATA collected to observe growth	Mathinos, Deb	5/1/2018	Change in student skill levels	5/1/2018 annually
G1.B1.S1.MA1 M383847	Progress monitoring of student English language proficiency	Mathinos, Deb	9/1/2017	Student assessment results	5/30/2018 monthly
G1.B1.S1.MA1 M383848	Observing if schedule is maintained and observation of ELL groups	Mathinos, Deb	8/10/2017	Observation Data and schedule	5/30/2018 monthly
G1.B1.S1.A1 A359208	ESOL Certified teacher will be scheduled to work with students in small groups in both push in and...	Mathinos, Deb	8/10/2017	ELL Student growth from small group work will be obtained in EOY Data	5/30/2018 one-time
G1.B2.S1.MA1 M383854	Classroom Walkthrough Data	Mathinos, Deb	8/10/2017	Form used for walkthrough data	5/30/2018 monthly
G1.B2.S1.A1 A359211	Intense small group instruction based on DATA for all students	Mathinos, Deb	8/10/2017	EOY DATA	5/30/2018 daily
G1.B1.S2.MA1 M383850	Purchases documented and materials used by teacher	Mathinos, Deb	8/10/2017	Invoices and teacher observations	5/30/2018 monthly
G1.B1.S2.A1 A359209	Purchase and Use of ELL specific curriculum by ESOL Teacher	Mathinos, Deb	8/10/2017	Shipping invoices	5/30/2018 annually
G1.B1.S3.A1 A359210	Referring parents to Heights Center ESL classes	Mathinos, Deb	10/10/2017	Class attendance	5/30/2018 weekly



## V. Professional Development Opportunities

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

**G1.** BOY STAR Literacy assessment identified 33% of Kindergarten students, 75% of First graders and 50% of second graders on target for achieving grade level Literacy benchmarks. The strategic goal is to increase the percentage of students performing at grade level benchmark, as measured by EOY STAR Literacy assessment as follows: Kindergarten 75%; First Grade 95%, Second Grade 80%.

**G1.B2** 97% are economically disadvantaged which has impacted early academics entering into school

**G1.B2.S1** Students will have small student/teacher ratio and will be provided differentiated instruction at their instructional level as well as small group, intensive literacy instruction.

### **PD Opportunity 1**

Intense small group instruction based on DATA for all students

#### **Facilitator**

Deb Mathinos

#### **Participants**

All instructional staff

#### **Schedule**

Daily, from 8/10/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	ESOL Certified teacher will be scheduled to work with students in small groups in both push in and pull out models	\$0.00
2	G1.B1.S2.A1	Purchase and Use of ELL specific curriculum by ESOL Teacher	\$0.00
3	G1.B1.S3.A1	Referring parents to Heights Center ESL classes	\$0.00
4	G1.B2.S1.A1	Intense small group instruction based on DATA for all students	\$0.00
<b>Total:</b>			<b>\$0.00</b>