



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Heights Elementary School

15200 ALEXANDRIA CT

Fort Myers, FL 33908

239-481-1761

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

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 54%
Alternative/ESE Center No	Charter School No	Minority Rate 46%

School Grades History

2013-14 B	2012-13 B	2011-12 B	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Heights Elementary School

Principal

Diane Salko

School Advisory Council chair

Christine Music

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Diane Salko	Principal
Matthew Bruner	Assistant Principal
Douglas Palow	Assistant Principal
Diana Pelusi	IB Coordinator
Jessica Owen	Guidance Counselor
Dorothy Lytle	Curriculum Specialist

District-Level Information

District

Lee

Superintendent

Dr. Nancy J Graham

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Christine Music-Parent, SAC Chair, voting member
 Patrick McCarley-Parent, DAC Representative, Voting member
 Carol McCarley-Parent, DAC Alternate, voting member
 Diane Salko-Principal, voting member
 Dorothy Lytle-Teacher, Voting member
 Vanessa Sax-Parent, Voting member
 Debbie Wilkerwicz-Parent, Voting member
 Blanca Acosta-Business Partner, voting member
 Rebecca Kerkesner-Community Member, voting member
 Katherina Jackson-Parent, Voting member
 Nicole Watts-Parent, Voting member

Michael Licata-Teacher, voting member
Monica Nelson-Teacher, voting member

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

1. Discuss and ratify the SIP
2. Make decisions involving how to spend SAC dollars
3. Bring concerns and ideas to the committee to help improve the quality of learning
4. Discuss International Baccalaureate Primary Years Program requirements and trainings
5. Discuss ideas to increase parent involvement

Projected use of school improvement funds, including the amount allocated to each project

SAC Funds will be used to purchase classroom textbooks and materials. We will allocate all SAC funds towards these purchases.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Matthew Bruner		
Asst Principal	Years as Administrator: 8	Years at Current School: 2
Credentials	1. Master's Degree in Educational Leadership 2. Bachelor's Degree in Elementary Education 3. Certified in: Elementary Education 1-6, ESOL, and Educational Leadership all levels	
Performance Record	2012-2013 School Grade: B Reading Mastery: 69% Math Mastery: 69% Science Mastery: 55% Writing Mastery: 67% 2011-2012 School Grade: B Reading Mastery: 65% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 88% 2010-2011 School Grade: A Reading Mastery: 81% Math Mastery: 88% Science Mastery: 47% Writing Mastery: 98%	

Douglas Palow		
Asst Principal	Years as Administrator: 5	Years at Current School: 1
Credentials	1. Master's Degree in Educational Leadership 2. Bachelor's Degree in Elementary Physical Education K-8 3. Certified in: Elementary Physical Education K-8, Middle Grade Science 8-9, and Earth/Space Science 9-12	
Performance Record	2012-2013 School Grade: B Reading Mastery: 60% 2011-2012 School Grade: B Reading Mastery: 49% Math Mastery: 89%	

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Dorothy Lytle

Full-time / School-based

Years as Coach: 8

Years at Current School: 13

Areas

Reading/Literacy, Mathematics, Data

Credentials

1. Master's Degree in Educational Leadership
2. Bachelor's Degree in Elementary Education
3. Certified in: Elementary Education 1-6, ESOL, and Educational Leadership all levels

Performance Record

2012-2013
 School Grade: B
 Reading Mastery: 69%
 Math Mastery: 69%
 Science Mastery: 55%
 Writing Mastery: 67%

2011-2012
 School Grade: B
 Reading Mastery: 65%
 Math Mastery: 66%
 Science Mastery: 39%
 Writing Mastery: 88%

2010-2011
 School Grade: A
 Reading Mastery: 81%
 Math Mastery: 88%
 Science Mastery: 47%
 Writing Mastery: 98%

Diana Pelusi		
Full-time / School-based	Years as Coach: 1	Years at Current School: 25
Areas	Reading/Literacy, Mathematics, Science, Data	
Credentials	<ol style="list-style-type: none"> 1. Associates Degree in Liberal Arts 2. Bachelor's of Science Degree in Education 	
Performance Record	<p>2012-2013 School Grade: B Reading Mastery: 69% Math Mastery: 69% Science Mastery: 55% Writing Mastery: 67%</p> <p>2011-2012 School Grade: B Reading Mastery: 65% Math Mastery: 66% Science Mastery: 39% Writing Mastery: 88%</p> <p>2010-2011 School Grade: A Reading Mastery: 81% Math Mastery: 88% Science Mastery: 47% Writing Mastery: 98%</p>	

Classroom Teachers

# of classroom teachers	73
# receiving effective rating or higher	66, 90%
# Highly Qualified Teachers	99%
# certified in-field	71, 97%
# ESOL endorsed	59, 81%
# reading endorsed	13, 18%
# with advanced degrees	23, 32%
# National Board Certified	6, 8%

first-year teachers

9, 12%

with 1-5 years of experience

13, 18%

with 6-14 years of experience

32, 44%

with 15 or more years of experience

19, 26%

Education Paraprofessionals**# of paraprofessionals**

18

Highly Qualified

18, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

3

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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, RTI 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 new core reading and math materials.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

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
3. Deliver instructional interventions with fidelity

Speech-Language Pathologist

1. Attend MTSS Team meetings for students receiving supplemental and intensive supports
2. Completes 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

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Lee County School District has developed a comprehensive training plan for faculty and staff. School based MTSS contacts and administrators have been identified and are provided on-going staff development training regarding the MTSS problem-solving process throughout the school year in the areas of problem identification, instructional best practices, curriculum supports, data analysis, implementation of supplemental and intensive interventions, and behavior management techniques. Additionally, district personnel provide coaching and modeling to assist schools with strategies that are designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Heights Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of student to implemented interventions.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSS problem-solving process for all students within schools. They provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources, behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of students within a multi-tiered student support system.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Parent survey

Who is responsible for monitoring implementation of this strategy?

Afterschool Director

Strategy: Before or After School Program

Minutes added to school year: 5,760

Students will receive one hour of instruction through the computer software program-Compass Odyssey

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data reports from Compass Odyssey will be reviewed by Assistant Principals

Who is responsible for monitoring implementation of this strategy?

Assistant Principals

Strategy: Before or After School Program

Minutes added to school year: 4,800

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

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Assistant Principals

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Diane Salko	Principal
Matthew Bruner	Assistant Principal
Douglas Palow	Assistant Principal
Dorothy Lytle	Curriculum Specialist
Diana Pelusi	IB Coordinator/Curriculum Specialist

How the school-based LLT functions

1. Monthly team meetings to discuss core/supplemental reading programs
2. Track reading progress of students K - 5
3. Small group assistance in targeted classrooms
4. Lesson modeling for core and supplemental reading programs
5. Monthly data tracking meetings with each grade level and Literacy Leadership Team

Major initiatives of the LLT

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 curricular activities involving reading as the focus.
3. Utilizing the Principal's book club to encourage reading.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

1. Heights Elementary offers a Meet Your Teacher afternoon where parents may bring in their students (K-5) to acclimate them to the school and meet their teacher before school starts.
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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	68%	69%	Yes	72%
American Indian				
Asian				
Black/African American	43%	47%	Yes	49%
Hispanic	64%	63%	No	68%
White	82%	78%	No	84%
English language learners	47%	12%	No	52%
Students with disabilities	32%	26%	No	39%
Economically disadvantaged	61%	59%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	330	69%	72%
Students scoring at or above Achievement Level 4	215	46%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	176	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	41	55%	61%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	25%	28%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	25%	28%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	107	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	69%	No	78%
American Indian				
Asian				
Black/African American	63%	45%	No	66%
Hispanic	73%	61%	No	75%
White	82%	79%	No	84%
English language learners	63%	35%	No	67%
Students with disabilities	48%	28%	No	54%
Economically disadvantaged	70%	58%	No	73%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	327	79%	80%
Students scoring at or above Achievement Level 4	173	35%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	170	60%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	35	48%	52%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	55%	58%
Students scoring at or above Achievement Level 4	44	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target %
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	235	22%	25%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	28	17%	15%
Students retained, pursuant to s. 1008.25, F.S.	19	1%	0%
Students who are not proficient in reading by third grade	20	11%	9%
Students who receive two or more behavior referrals	66	6%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	38	4%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

1. Increase parent involvement during the school day through volunteering.
2. Increase parent involvement at after school functions-curriculum activities and family events.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parent Volunteer Hours per student	7.7	20%	22%

Goals Summary

- G1.** Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Teachers
- Professional Development
- Common Core and International Baccalaureate Standards
- Volunteers
- Software
- Parents
- Curriculum Materials
- Administration

Targeted Barriers to Achieving the Goal

- 21 New Teachers

Plan to Monitor Progress Toward the Goal

Meetings with collaborative teams to discuss student achievement data.

Person or Persons Responsible

Leadership Team and Collaborative Teams

Target Dates or Schedule:

Monthly

Evidence of Completion:

Performance Matters data for Reading, Math, Writing, and Science

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 21 New Teachers

G1.B4.S1 Provide quality professional development

Action Step 1

Plan quality professional development

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Twice a month

Evidence of Completion

In-service records

Facilitator:

Principal/Assistant Principals/Curriculum Specialists

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Documenting the implementation of instructional practices taught during professional development

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Classroom Walkthroughs and Observations

Plan to Monitor Effectiveness of G1.B4.S1

Access student achievement data through the use of Performance Matters

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Weekly

Evidence of Completion

Achievement Data in Performance Matters for Reading, Math, Writing, and Science

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 21 New Teachers

G1.B4.S1 Provide quality professional development

PD Opportunity 1

Plan quality professional development

Facilitator

Principal/Assistant Principals/Curriculum Specialists

Participants

All teachers

Target Dates or Schedule

Twice a month

Evidence of Completion

In-service records

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	\$18,000
Total		\$18,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title II, Fee Based Program, SIP Funds	\$18,000	\$18,000
Total	\$18,000	\$18,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B4 21 New Teachers

G1.B4.S1 Provide quality professional development

Action Step 1

Plan quality professional development

Resource Type

Professional Development

Resource

Electronic Lesson Planning and Website Building, International Baccalaureate Training, Writing Strategies, Literacy Centers, Reading and Math Best Practices

Funding Source

Title II, Fee Based Program, SIP Funds

Amount Needed

\$18,000