



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Highlands Elementary School

1600 SHEPARD RD

Winter Springs, FL 32708

407-746-6650

[http://www.scps.k12.fl.us/schools/  
schoolinfopage.cfm?schoolnumber=0331](http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0331)

## School Demographics

**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
64%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
45%

## School Grades History

**2013-14**  
A

**2012-13**  
A

**2011-12**  
A

**2010-11**  
A

## 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

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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.

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### Part I: Current School Status

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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.

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### Part II: Expected Improvements

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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).

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### Part III: Coordination and Integration

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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.

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### Appendix 1: Professional Development Plan to Support Goals

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

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### Appendix 2: Budget to Support Goals

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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

Highlands Elementary School

##### Principal

Lenore Logsdon

##### School Advisory Council chair

Nirali LaPierre

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

Name	Title
Michelle Pisani	Assistant Principal
Margie Morton	Guidance Counselor
Paula Dimperio	Reading Coach
Samantha Neff	Math Coach
Paula Hoover	Academic Coordinator
Karin Kraftchick	Primary Teacher
Denise Kobryn	Intermediate Teacher

#### District-Level Information

##### District

Seminole

##### Superintendent

Dr. Walt Griffin

##### Date of school board approval of SIP

11/11/2013

### 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

Highlands' SAC is comprised of staff members as well as parents. Lenore Logsdon (principal), Craig Hopes (non-instructional), Denise Kobryn (third grade teacher), Tiffany Jarmolowski (third grade teacher), and Lisa Voorhees (first grade teacher) are all SAC members. Parents who are also part of the SAC include: Lisa Tango-Citrano, Jose M. Soto, Nirali LaPierre, Debbie Pappu, Rosa I. Rodriguez, and Dori Diamond. Mrs. LaPierre serves as the chairperson and Mrs. Diamond is the vice chair.

#### Involvement of the SAC in the development of the SIP

SAC members were included in the development of the school improvement plan. Mrs. Logsdon and Mrs. Kobryn were part of the team that wrote the initial draft of the SIP. It was then brought to the SAC for discussion and approval.

### Activities of the SAC for the upcoming school year

SAC serves as an advisory board for our school. They provide the school and administration with guidance on various issues such as the School Improvement Plan, spending A+ funds, and other areas of concern that impact our school.

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

This is pending our School Improvement fund allocations.

### 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

2

#### # receiving effective rating or higher

(not entered because basis is < 10)

#### Administrator Information:

#### Lenore Logsdon

Principal

Years as Administrator: 8

Years at Current School: 1

#### Credentials

Bachelor of Science in Elementary Education  
Masters Degree in Educational Leadership  
Elementary Education  
Educational Leadership  
School Principal

#### Performance Record

Highlands Elementary: A rated school, one year as principal  
Rainbow Elementary: A rated school, six years as assistant principal  
Bentley Elementary: A rated school, one year as assistant principal

**Michelle Pisani**

Asst Principal

Years as Administrator: 2

Years at Current School: 0

**Credentials**

Bachelor of Science in Elementary Education  
 Master of Business Administration  
 Doctorate in Educational Leadership  
 Certified in Elementary Education (Grades 1-5) and Educational Leadership (K-12)

**Performance Record**

Rainbow Elementary: A rated school, two years assistant principal

**Instructional Coaches****# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Samantha Neff**

Full-time / School-based

Years as Coach: 2

Years at Current School: 0

**Areas**

Mathematics

**Credentials**

Bachelor Degree in Early Childhood Education  
 Master Degree in Early Childhood Education  
 Certified in Early Childhood Education  
 ESOL Endorsed

**Performance Record**

Bentley- A- Rated school- Coach for 2 years

**Paula Dimperio**

Full-time / School-based

Years as Coach: 3

Years at Current School: 10

**Areas**

Reading/Literacy

**Credentials**

Bachelor of Science in Exceptional Student Education  
 Masters in Guidance  
 Certified in ESE and Guidance  
 Endorsed in Reading

**Performance Record**

Highlands Elementary- A-rated School- Coach for 3 years

**Classroom Teachers****# of classroom teachers**

54



**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

100%

**# certified in-field**

53, 98%

**# ESOL endorsed**

38, 70%

**# reading endorsed**

5, 9%

**# with advanced degrees**

26, 48%

**# National Board Certified**

1, 2%

**# first-year teachers**

3, 6%

**# with 1-5 years of experience**

8, 15%

**# with 6-14 years of experience**

20, 37%

**# with 15 or more years of experience**

23, 43%

**Education Paraprofessionals****# of paraprofessionals**

9

**# Highly Qualified**

9, 100%

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

0

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

Seminole County Public Schools is always looking for highly qualified, certified teachers to teach our students. The method of recruitment is defined based on the need. Seminole County Public Schools

reputation of being an “A” school district brings to us thousands of highly qualified applicants. One of our recruitment strategies is our partnership with State and private colleges and universities. We welcome university and college interns and field study students to our district not only from the State of Florida university system but also out of State. Annually our district participates in many university job fairs and minority and veteran job fairs. This year we have gone out of the United States and are bringing on board a few teachers from Spain to teach the dual language classes.

The district supports all teachers but especially new teachers with mentoring programs. We also provide in-services and workshops. New teachers with zero years of experience are assigned a one on one mentor. This support is provided beyond the first year.

### **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**

Our school has a school-wide mentor who works with administration to coordinate all mentoring activities on our campus. This school-wide mentor was trained by our county’s new teacher facilitator and given materials and agendas to support the new teachers during this calendar year. Before school began, our new teachers spent a day with our school-wide mentor and were given a campus tour and oriented to important procedures and policies that will affect them as they begin the school year. Once school begins, these new teachers meet regularly with the mentor(s) who best fits their needs and follow an agenda of recommended topics that are appropriate for each teacher’s given situation. Whether the new teacher is working with a school-wide mentor, peer teacher, or alternative certification mentor, he or she is working with an individual who has been trained by our county to support the teacher’s various needs. Each of these mentor roles are fine-tuned each year based on the feedback from our new teachers the year before.

### **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 school has a core Multi-Tiered System of Supports (MTSS) problem solving team, comprised of members with expertise in academic and behavioral domains. The MTSS team utilizes the continuous problem solving process to identify students who are at-risk in academics and/or behavior and determines why the problem is occurring. The MTSS team designs and implements research-based interventions and regularly monitors student progress/response to interventions. The school utilizes the online MTSS module to document all interventions, meetings, and parent involvement in the process.

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

The principal and/or assistant principal attend all MTSS meetings. Reading and math coaches provide intervention data and make recommendations based upon individual student needs. The school guidance counselors also help with the implementation of behavior plans and monitor the academic and behavior progress of Tier 2 and Tier 3 students. The District ESSS personnel participate in the monitoring of Tier 3 students.

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

The school leadership team conducts monthly data review meetings with all instructional teams. These meetings are designed to review all progress monitoring data collected and to identify students who are in need of additional support or enrichment. These data review meetings are the source of referrals to the MTSS team. Then the MTSS team meets every other week with individual teachers to determine effective strategies to implement, and schedule follow-up meetings to ensure proper interventions are in place.

## **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**

Several research based data sources and management systems are utilized to progress monitor students. They include: Discovery Education, SRI, PASI, PSI, Reading Street, Fusion, and Go Math! common assessments. District writing prompts are also given throughout the year. Supplemental data sources include SIPPS and Reading Street MySidewalks. Positive Behavior Support is in place to provide an encouraging approach to campus procedures, classroom management plans, and individual behavioral expectations. District procedures are adhered to as attendance is monitored through monthly data review meetings, MTSS team reviews, and individual parent conferences.

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

In depth faculty training is provided by the MTSS team to ensure understanding of the purpose and goals of the MTSS process. Annual staff development is provided to ensure that the teachers utilize consistent best practices. Individual parent-teacher- student conferences and curriculum nights provide families with the opportunity to engage in the MTSS process.

## **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:** 3,000

Students needing academic improvement are offered after school tutorial in reading and math twice weekly for sixty minute sessions.

### **Strategy Purpose(s)**

- Instruction in core academic subjects

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

Data is collected through Success Maker reports using biweekly monitoring.

### **Who is responsible for monitoring implementation of this strategy?**

The tutorial lead teacher and administration

## Literacy Leadership Team (LLT)

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

Name	Title
Paula Dimperio	Reading Coach
Lenore Logsdon	Principal
Michelle Pisani	Assistant Principal

### How the school-based LLT functions

Teachers participate in ninety- minute PLCs as facilitated by the LLT. These PLCs are a coach guided, collaborative planning model. Teachers have the opportunity to engage in standard and data focused instructional planning.

### Major initiatives of the LLT

The LLT team will focus on the implementation of Reading Street and Common Core State Standards.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Literacy is central to the life and success of any school. Our vision of literacy reaches beyond reading strategies to incorporate a broader approach that involves students in reading, speaking, writing and habits of thinking as they are practiced in specific disciplines of English language arts, history, math, science, and every content our students encounter. This emphasis on disciplinary knowledge paired with critical thinking skills allows the secondary teacher to give all students the opportunity to engage in sophisticated, challenging academic work. School leaders function as instructional leaders, helping the entire school community function as a community of practice, working in concert to study, develop, share, and learn from state-of-the-art methods for developing literacy skills and capacity.

## 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

Multiple opportunities are provided for families to transition from preschool to kindergarten. The counselor provides families a tour of the school and information on Positive Behavior Support, MTSS, kindergarten readiness, school policies and procedures. Kindergarten registration includes extended hours to reach the needs of families who work or have scheduling conflicts. Within the registration process, incoming kindergarten students explore kindergarten classrooms, take a skills inventory, and tour the campus. The registration process involves administration, counselor, reading and math coaches, and kindergarten teachers.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## 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	75%	73%	No	78%
American Indian				
Asian				
Black/African American	76%	57%	No	78%
Hispanic	72%	65%	No	75%
White	78%	78%	Yes	81%
English language learners	68%	47%	No	72%
Students with disabilities	59%	46%	No	63%
Economically disadvantaged	70%	68%	No	73%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	31%	33%
Students scoring at or above Achievement Level 4	117	42%	44%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	112	65%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	27	63%	65%

**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)	22	54%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	18	44%	46%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	18	44%	46%

**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	52	58%	60%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

**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	72%	69%	No	75%
American Indian				
Asian				
Black/African American	65%	54%	No	69%
Hispanic	73%	70%	No	75%
White	71%	70%	No	74%
English language learners	73%	71%	No	75%
Students with disabilities	59%	44%	No	63%
Economically disadvantaged	65%	65%	Yes	69%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	95	34%	36%
Students scoring at or above Achievement Level 4	97	35%	37%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		42%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		22%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	118	69%	71%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	68%	70%

**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	21	26%	28%
Students scoring at or above Achievement Level 4	31	39%	41%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		69%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		35%

**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)	8		10
Participation in STEM-related experiences provided for students	584	100%	100%

**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	44	8%	6%
Students retained, pursuant to s. 1008.25, F.S.	11	2%	1%
Students who are not proficient in reading by third grade	28	25%	23%
Students who receive two or more behavior referrals	23	3%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	4	1%	1%

**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**

During the opening month of school, all families receive a letter inviting their participation in the Parent Involvement Team. Meetings are held monthly in the evening to encourage working parents, and a Spanish interpreter is available if needed. This group of volunteers collaborates with school administration and selected teachers to develop/review the school policy and to brainstorm its application. All ideas are considered and documented in team minutes. Often, the team designs committees to explore parent involvement ideas, communicate with other Title 1 schools, meet with community businesses or agencies, and initiate projects. This year the team will support the practice of student led conferences. Team members are also responsible for contacting other families for their participation in Parent Involvement Projects. Such projects can include school book fairs, science nights, FCAT information nights, BOO HOO breakfast for incoming families, and conducting productive parent teacher conferences.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental Enrollment in Skyward Parent Portal at Least Once	111	22%	25%

## Goals Summary

- G1.** All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.

## Goals Detail

**G1.** All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, 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)

### Resources Available to Support the Goal

- Pat Goldman, District Writing Coordinator for Title I, is providing staff development in grade K-4.
- Common planning time in grade levels
- Writing Rubric Training
- Reading Street
- Reading Coach
- Discovery Education Data Analysis
- Success Maker
- Go Math!
- Math Coach
- Math Resource Teacher
- 

### Targeted Barriers to Achieving the Goal

- New Reading Street Implementation

## Plan to Monitor Progress Toward the Goal

Student data tracking folders and teachers' data tracking sheets

**Person or Persons Responsible**

LLT, Teachers, and Students

**Target Dates or Schedule:**

Every six weeks

**Evidence of Completion:**

Students will keep a data tracking folder with their scores on their Reading Street Common Assessments. Teachers will keep a data sheet to track the progress of their class.

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.

### **G1.B1** New Reading Street Implementation

**G1.B1.S1** Time within the PLCs will be dedicated to identifying the new components and resources that are found within the reading series.

#### **Action Step 1**

Literacy Leadership Team will meet with grade level teams to help with the implementation of the new reading series while focusing on what resources are available as the CCSS are taught.

#### **Person or Persons Responsible**

Literacy Leadership Team will meet with grade level teams.

#### **Target Dates or Schedule**

Alternating weeks from September-May

#### **Evidence of Completion**

Attendance and Participation in PLCs

#### **Facilitator:**

Paula Dimperio

#### **Participants:**

Grade level teachers

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

Attendance and participation in 90 minute PLCs

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Bimonthly

**Evidence of Completion**

School PD Calendar

### **Plan to Monitor Effectiveness of G1.B1.S1**

Reading Street Benchmark assessments

**Person or Persons Responsible**

All teachers and students

**Target Dates or Schedule**

At the conclusion of every unit, every six weeks

**Evidence of Completion**

School based data tracking sheets

## 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

Highlands Elementary School will coordinate Title I, Supplemental Academic Instruction, and Exceptional Student Education funds to provide additional academic tutorial and/or intervention time for students in need of remediation. These funding sources are coordinated to maximize the number of students and the amount of services available for academic interventions. In addition, the school district coordinates IDEA and Title I funds to provide our school additional paraprofessionals that facilitate small group instruction during the school day. The coordination and integration of these funds and services ensure students are provided the time and support needed to master the standards and improve academic achievement.

## 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.** All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.

### **G1.B1** New Reading Street Implementation

**G1.B1.S1** Time within the PLCs will be dedicated to identifying the new components and resources that are found within the reading series.

#### **PD Opportunity 1**

Literacy Leadership Team will meet with grade level teams to help with the implementation of the new reading series while focusing on what resources are available as the CCSS are taught.

#### **Facilitator**

Paula Dimperio

#### **Participants**

Grade level teachers

#### **Target Dates or Schedule**

Alternating weeks from September-May

#### **Evidence of Completion**

Attendance and Participation in PLCs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.	\$800
Total		\$800

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Improvement Funds	\$800	\$800
Total	\$800	\$800

### Budget Details

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

**G1.** All grade level teams will participate in weekly 90 minute PLCs with the reading or math coach in order to study the changes in curriculum as we implement the CCSS and ensure that differentiated instruction based on these standards is being implemented.

#### G1.B1 New Reading Street Implementation

**G1.B1.S1** Time within the PLCs will be dedicated to identifying the new components and resources that are found within the reading series.

#### Action Step 1

Literacy Leadership Team will meet with grade level teams to help with the implementation of the new reading series while focusing on what resources are available as the CCSS are taught.

#### Resource Type

Professional Development

#### Resource

Substitutes will be provided to allow teachers to have more in depth planning with the new Reading Street series.

#### Funding Source

School Improvement Funds

#### Amount Needed

\$800