2013-2014 SCHOOL IMPROVEMENT PLAN

Highlands Elementary School

800 W DONEGAN AVE
Kissimmee, FL 34741
407-935-3620
www.osceola.k12.fl.us

School Demographics

School Type Elementary School	**Title I** Yes	**Free and Reduced Lunch Rate** 56%
Alternative/ESE Center No	**Charter School** No	**Minority Rate** 90%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	C	B	A	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.

Table of Contents

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
Focus Year 1	3	Ella Thompson

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
Alison Doe

School Advisory Council chair
Debbie Castello

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

Name	Title
Alison Doe	Principal
Shelby Pagan	Assistant Principal
Debbie Jones	Math/Science Coach
Alicia Concepcion	Reading Coach
Isis Williams	LRS
Gabby Barros	Guidance Counselor

District-Level Information

District
Osceola

Superintendent
Mrs. Melba Luciano

Date of school board approval of SIP
Pending

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

SAC Co-Chairs, SAC Treasurer, Administration, members of the Leadership Teams, Grade Level Representatives, Parents, Business Partners

Involvement of the SAC in the development of the SIP

1. Assists in developing or reviewing school vision.
2. Collects and analyzes external community data with internal school information for needs assessment.
3. Assists in the preparation and evaluation of the school improvement plan.
4. Advertises the final draft of the SIP and conducts a public meeting for community suggestions and modification.
Budgeting and Personnel
1. Develops plan for expenditure and ensuring alignment of SIP fund to specific school goal objectives.

2. Assists with the preparation of school's annual budget.
3. Approves proper SAC fund expenditure to ensure accordance with specific SIP objectives.
Implementation
1. Communicate to community SIP implementation process.
2. Supports SIP and assists principal and staff in implementation when appropriate.
3. Serves as community advocate and assists in public relations for SIP Evaluation.
4. Provides ongoing review of progress toward implementation of SIP goals.
5. Evaluates outcomes for success by monitoring short and long term objectives

Activities of the SAC for the upcoming school year

Monthly meetings will be held to discuss the following:
1. Assists in developing or reviewing school vision.
2. Collects and analyzes external community data with internal school information for needs assessment.
3. Assists in the preparation and evaluation of the school improvement plan.
4. Advertises the final draft of the SIP and conducts a public meeting for community suggestions and modification.
Budgeting and Personnel
1. Develops plan for expenditure and ensuring alignment of SIP fund to specific school goal objectives.
2. Assists with the preparation of school's annual budget.
3. Approves proper SAC fund expenditure to ensure accordance with specific SIP objectives.
Implementation
1. Communicate to community SIP implementation process.
2. Supports SIP and assists principal and staff in implementation when appropriate.
3. Serves as community advocate and assists in public relations for SIP Evaluation.
4. Provides ongoing review of progress toward implementation of SIP goals.
5. Evaluates outcomes for success by monitoring short and long term objectives

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

Technology software and licenses
Science Olympiad/ Math Olympiad (sponsor event at HLES)
Incentives for students

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:

Alison Doe		
Principal	Years as Administrator: 4	Years at Current School: 0

Credentials	Masters in Educational Leadership Bachelors of Arts and Science Elementary Education Bachelors of Arts and Science Communication Florida's Teacher Certificate
Performance Record	Assistant Principal: Pleasant Hill Elementary School 2012-2013: School Grade C, 2011-2012 School Grade A, 2010-2011 School Grade A Dean Discovery Intermediate 2009 -2010 Math/Science Coach Mill Creek Elementary 2007 -2009

Shelby Pagan		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	Master of Science, Florida Gulf Coast University Bachelor of Science, Spring Hill College Florida Teachers Certificate
Performance Record	Assistant Principal: Highlands Elementary School 2012-2013: School Grade C, 2011-2012 School Grade B, 2010-2011, 2009-2010 School Grade A Country Oaks Elem. School 2007 -2008, 2008-2009: School Grade A Reading Resource: LaBelle Elementary School 2006 -2007: School Grade A

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Deborah Jones		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics, Science	
Credentials	Bachelors of Masters Educational Leadership	
Performance Record		

Alicia Concepcion		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0
Areas	Reading/Literacy	
Credentials	BS Business Administration Masters Educational Leadership Doctorate Organizational Leadership and Higher Education	

Performance Record

Classroom Teachers

# of classroom teachers
70

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
143%

 # certified in-field
, 0%

 # ESOL endorsed
48, 69%

 # reading endorsed
8, 11%

 # with advanced degrees
23, 33%

 # National Board Certified
, 0%

 # first-year teachers
14, 20%

 # with 1-5 years of experience
16, 23%

 # with 6-14 years of experience
31, 44%

 # with 15 or more years of experience
10, 14%

Education Paraprofessionals

# of paraprofessionals
23

 # Highly Qualified
, 0%

Other Instructional Personnel

> **# of instructional personnel not captured in the sections above**
> 2

> **# 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**

Any new hires to Highlands Elementary receives a mentor, regardless what years of experience they have. Monthly meetings are held and professional development is given in different areas of curriculum and best practices.

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**

Monthly meetings will be held to discuss mandatory items such as progress reports and report cards. This time will allow for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. The pairing up will be done based on teacher's need and grade level specific mentors.

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

One of the data sources that will be utilized this year to summarize data at each tier for reading, math, and behavior is the Osceola Data Management System (ODMS). ODMS offers a range of information from school-wide FCAT data, discipline, and Early Warning Systems (EWS). Renaissance Place (AR & STAR) is used to summarize data at each tier monitor both reading and math progress. These data components are disaggregated and can be accessed easily. Data from prior years can be accessed and categorized for the purpose of comparison and goal setting.

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

Guidance Counselor will lead the MTSS team in collection, interpretation and analysis of data, facilitates development of intervention plan, provides support and resources to staff, and ensures fidelity of intervention and collection of data.
Instructional Coaches will assist teachers in collection, interpretation, and analysis of data, provide resources for intervention and help monitor for fidelity. Coaches will support the implementation of Tier 1, 2, and 3 students and assist in progress monitoring assessments and provide professional development in necessary areas.
Administration will be support the team in analysis of data and providing professional development for

teachers. Administration will assist in communicating with parents and outside resources to help our students.

School Psychologist will participate in collection, interpretation and analysis of data, facilitate development of intervention plans, and provide support for by communicating with parents and others outside of school.

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

The MTSS team will meet weekly to discuss the interventions and implementation used daily in the classroom and monitor student progress. Data will be collected and progress monitoring will take place based on the individual needs of students.

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

Baseline data/Mid Year: STAR Renniassance Reading, Math, Early Literacy, Florida Comprehensive Assessment Test (FCAT), Data Director
District mandated assessments
Progress Monitoring: STAR Renniassance, Curriculum Based Measurement (CBM), FCAT 2.0 & Common Core Simulation, District mandated Assessments, Data Director
End of year: STAR Renniassance Reading, Math, Early Literacy, FCAT, District mandated Assessments
Frequency of Data Days: monthly Grade Level Meetings, 2x/monthly PLC Meetings that focuses on data disaggregation and analysis, along with further goal setting and action planning.

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

Throughout the year, administration and the MTSS Leadership Team will provide professional development at monthly PLC and at Grade Level Meetings thoughout the year. The MTSS Coach and team will monitor the needs of staff as it relates to the implementation of MTSS. The MTSS team will review data with and keep teachers informed about meetings, success of interventions according to data, and coordinate with RCS and ESE staff, as needed, to meet to discuss student progress and academic needs on Tiers.

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: 2,280

The ELO program at Highlands will target the students in the lowest quartile in reading and math in grades 3, 4, and 5. Students will work in small groups on interventions targeted to meet their needs as prescribed by STAR. Students will meet 2 hours a week after school for this tutoring. In addition, all 4th graders will be invited for an additional 6 hours of writing instruction and 5th graders an additional 6 hours of science instruction. Students will be grouped based on test scores.
Teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

- Teacher collaboration, planning and professional development

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

Reading and Math will be monitored by the STAR assessment, which will be given monthly. It will be analyzed to see if the intervention provided is helping the students close their instructional gap.
Writing will be monitored by comparing the Osceola Writes Scores.
Science will be monitored by looking at Data Director assessments.

Who is responsible for monitoring implementation of this strategy?

Alison Doe, Shelby Pagan, Alicia Concepcion, Deborah Jones and the teachers who are teaching in the extended learning program.

Literacy Leadership Team (LLT)

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

Name	Title
Alicia Concepciion	Reading Coach
Shelby Pagan	Assistant Principal
Bethania Baldwin	Second Grade Teacher
Austin Tavarez	Third Grade Teacher
John Michaud	Fourth Grade Teacher
Margeret Wells	Fifth Grade Teacher

How the school-based LLT functions

Meets monthly as a learning community of the school to review data, instructional practices, disseminates pertinent information to teachers. Provides reading workshops for parents to enrich the reading climate at school and at home.

Major initiatives of the LLT

ThePromote and assist with the implementation of the following:
-Common Core Standards
-KidBiz
-STAR Rennaissance
-Analyzing school-wide assessment data
-Monitor School Improvement Plan objectives, strategies, and results
-Literacy Night
Reading Coach, Administrator, Grade Level Reading Resource Representatives,

Every Teacher Contributes to Reading Instruction

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

The Reading Coach and administration will be meeting regularly with teachers to discuss student data and plans for intervention and enrichment. Using Journeys and STAR Renaissance, students will be assessed and monitored monthly to provide additional support when needed. Staff members will also meet during grade levels and PLC's to problem solve, share effective practices, plan reading activities, evaluate implementation, make decisions, and practice new processes and skills. Professional development will be provided by our reading coach and district personnel. Discussions will be held to continue to find ways to motivate students to read and increase their overall reading achievement. School-wide contest will also be done to encourage students to use resources such as AR and KIDBIZ.

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

More than 100 students participate in the Pre-Kindergarten programs housed in our facility. This creates a natural transition throughout the school year in preparation for Kindergarten, as our students and staff share similar experiences. During the month of May, students and families are invited to attend our annual Kindergarten Registration Round-Up which provides all incoming kindergartners with an opportunity to meet our staff, tour our school, and to attend a presentation which outlines the curriculum expectations and daily schedule, along with addressing any questions.
Once students are in kindergarten, they are assessed in mid-September utilizing FLKRS and FAIR. This data is collected and disaggregated by and is utilized to plan daily academic and social/emotional instruction for all students and assists in identifying those in need of additional interventions outside the core instruction.

Expected Improvements

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	61%	46%	No	65%
American Indian				
Asian				
Black/African American	67%	45%	No	70%
Hispanic	58%	44%	No	63%
White	74%	57%	No	77%
English language learners	48%	41%	No	53%
Students with disabilities	37%	24%	No	43%
Economically disadvantaged	59%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	108	25%	40%
Students scoring at or above Achievement Level 4	58	14%	29%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	66	15%	30%
Students in lowest 25% making learning gains (FCAT 2.0)		81%	90%

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)	249	55%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	113	25%	40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	105	23%	38%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

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	83	64%	75%
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	54%	38%	No	59%
American Indian				
Asian				
Black/African American	48%	35%	No	53%
Hispanic	52%	36%	No	57%
White	61%	46%	No	65%
English language learners	46%	32%	No	51%
Students with disabilities	33%	8%	No	39%
Economically disadvantaged	53%	37%	No	57%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	21%	36%
Students scoring at or above Achievement Level 4	44	10%	25%

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			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	66	15%	30%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		49%	60%

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	31	22%	37%
Students scoring at or above Achievement Level 4	13	9%	20%

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 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students retained, pursuant to s. 1008.25, F.S.	17	2%	1%
Students who are not proficient in reading by third grade			
Students who receive two or more behavior referrals	47	4%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	88	8%	4%

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. In 2013,all teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives to increase student engagement resulting in higher student achievement.

Goals Detail

G1. In 2013,all teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives to increase student engagement resulting in higher student achievement.

Targets Supported
- Math (Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC

Resources Available to Support the Goal
- PD: Math Talks, Math Solutions, MOBY MAX school wide, FCAT CIM Focus, Go Math Resources, district math contacts, Math Coach modeling, STAR Rennaissance Progress Monitoring, iii Flexible Grouping with Math focus

Targeted Barriers to Achieving the Goal
- Lack of in depth content knowledge, need training on Go Math materials and how to differentiate instruction,pacing of instruction, student attendance, student engagement, lack of foundation skills

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. In 2013,all teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives to increase student engagement resulting in higher student achievement.

G1.B1 Lack of in depth content knowledge, need training on Go Math materials and how to differentiate instruction,pacing of instruction, student attendance, student engagement, lack of foundation skills

G1.B1.S1 Professional Development Math Solutions and Math Talks, grade level meetings with Math focus, PLC's to look at data for iii flexible grouping, modeling by Math Coach, classroom observations with specific feedback

Action Step 1

Modeling lessons, observing expert teachers, implementing student engagement activities

Person or Persons Responsible

Math Coach, Administration, teachers, consultants from Math Solutions

Target Dates or Schedule

During daily instruction, planning time, PD after school, monthly progress monitoring

Evidence of Completion

Classroom walkthroughs, lesson plans, classroom artifacts, data chats with students and teachers

Facilitator:

Math Solutions, Math Talks with district math curriculum facilitator, PLC, Grade Level meetings

Participants:

Math Solutions teachers grade 2-5, Math Talks all grades , PLC's all grades, all grades for grade levels

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

Person or Persons Responsible

Coach, Administration

Target Dates or Schedule

biweekly PLC, grade levels

Evidence of Completion

lesson plans, walkthroughs

Plan to Monitor Effectiveness of G1.B1.S1

The evidence will be student gains and improvement in assessments, class work and project based assessments

Person or Persons Responsible

Teachers, Students, Coaches, Administraton

Target Dates or Schedule

Bi-Weekly, Monthly, It depends on the assessment tool being used to manage student gains

Evidence of Completion

Student and Teacher data charts

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

Title I Part A: Services are provided to ensure students requiring additional remediation are assisted through after school tutoring.

Title I Part C Migrant: Migrant liaison provides services and support to student and parents,. The liaison coordinates with Title I and other programs.

Title 1 Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop Out Prevention program.

Title II: District receives supplemental finds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms increase the instructional strategies provided to students.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title VI Part B:

Title X Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services) for students identified. These services are allocated through coordination between the district social worker and school families in transition (FIT) coordinator.

Supplemental Academic Instruction (SAI): SAI funds will be coordinated with Title I funds.

Violence Prevention Programs: The school offers a non-violent and anti-bullying program to students that incorporate counseling as needed.

Nutritional Programs: Free breakfast and free lunch are both provided to all Highlands' students free of charge through a federally funded program.

Housing Program: N/A

Head Start: N/A

Career and Technical Education: N/A

Job Training: N/A

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our

public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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. In 2013,all teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives to increase student engagement resulting in higher student achievement.

G1.B1 Lack of in depth content knowledge, need training on Go Math materials and how to differentiate instruction,pacing of instruction, student attendance, student engagement, lack of foundation skills

G1.B1.S1 Professional Development Math Solutions and Math Talks, grade level meetings with Math focus, PLC's to look at data for iii flexible grouping, modeling by Math Coach, classroom observations with specific feedback

PD Opportunity 1

Modeling lessons, observing expert teachers, implementing student engagement activities

Facilitator

Math Solutions, Math Talks with district math curriculum facilitator, PLC, Grade Level meetings

Participants

Math Solutions teachers grade 2-5, Math Talks all grades , PLC's all grades, all grades for grade levels

Target Dates or Schedule

During daily instruction, planning time, PD after school, monthly progress monitoring

Evidence of Completion

Classroom walkthroughs, lesson plans, classroom artifacts, data chats with students and teachers

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
	$0	$0
Total	$0	$0

Budget Details

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

G1. In 2013,all teachers will implement effective teaching strategies, including vocabulary, critical thinking, turn and talks, and use of manipulatives to increase student engagement resulting in higher student achievement.

G1.B1 Lack of in depth content knowledge, need training on Go Math materials and how to differentiate instruction,pacing of instruction, student attendance, student engagement, lack of foundation skills

G1.B1.S1 Professional Development Math Solutions and Math Talks, grade level meetings with Math focus, PLC's to look at data for iii flexible grouping, modeling by Math Coach, classroom observations with specific feedback

Action Step 1

Modeling lessons, observing expert teachers, implementing student engagement activities

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed