Heights Elementary School

2014-15 School Improvement Plan

Heights Elementary School

15200 ALEXANDRIA CT, Fort Myers, FL 33908

http://het.leeschools.net/

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	54%

Alternative/ESE Center	Charter School	Minority
No	No	46%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	B	A

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be a world-class school.

School Environment

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

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

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

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

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

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

members. Positive reinforcement is provided in the classroom, during school-wide activities and after school programs. Mentors are provided during the school year to give added support to specific students. School Counselors provide classroom guidance lessons throughout the school year.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?
No

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

Description

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

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

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

Effective Leadership

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

School Leadership Team

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

Name	Title
Salko, Diane	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Palow, Doug	Assistant Principal
Leslie, Amanda	Instructional Coach
Hassen, Charles	Instructional Technology
Owen, Jessica	Guidance Counselor
Jarzyk, Ashley	Guidance Counselor
Licata, Michael	Instructional Coach

Duties

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

Principal/Assistant Principal
1. Facilitate implementation of the MTSS problem-solving process in your building
2. Provide or coordinate valuable and continuous professional development
3. Assign paraprofessionals to support MTSS implementation when possible
4. Attend MTSS Team meetings to be active in the MTSS change process
5. Conduct classroom Walk-Throughs to monitor fidelity
Guidance Counselor/Curriculum Specialist
1. Often are MTSS team facilitators
2. Schedule and attend MTSS Team meetings
3. Maintain log of all students incolved inthe MTSS process
4. Send parent invites
5. Complete necessary MTSS forrms
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, anecdotals) 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
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, advisiong and completing LEP paperwork
2. Conduct langauge screenings and assessments
3. Provide ELL interventions at all tiers

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS Problem-Solving team at heights Elementary meets on a weekly, monthly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a nmulti-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.
1. Heights Elementary is not a Title I school and does not recieve 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 wirting 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 ensuing that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Diane Salko	Principal
Anika Carter	Principal
Dorothy Lytle	Teacher
Vanessa Sax	Parent
Patrick McCarley	Parent
Lino Figueiredo	Education Support Employee
Michael Licata	Teacher
Lucia Nastasi	Teacher
Melissa Godfrey	Parent
Julie Workman	Business/Community
Lauren Bernaldo	Business/Community
Nicole Watts	Parent
Tiffany Williams	Parent
Dolly Farrell	Parent
Diane Bauer	Parent
Tanya Keller	Parent
Lesley Ford	Parent
Jodi Phillips	Parent
Gabrielle Lopez	Education Support Employee
Nancy Spencer	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Each SAC member received a draft copy of the School Improvement Plan electronically. At our SAC meeting all members were encouraged to discuss and ask questions regarding all sections of the SIP.
Our SAC committee brought the same concerns forward that our staff did, concerning attainability of goals with our increased populations of students from all subgroups.

Development of this school improvement plan

The Leadership team proposes a SIP to the staff. Teachers are encouraged to read through SIP and ask questions or raise concerns about any areas.
The SAC Committee reviews and discusses the SIP before and after scheduled meetings.
The SAC Committee is encouraged to bring up suggestions, ideas, and corrections as needed.
Parents and community members are also encouraged to read through SIP and ask questions at Meet the Teacher afternoon and at Open House.

Preparation of the school's annual budget and plan

Determined by Principal.

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

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

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

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

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Salko, Diane	Principal
Lytle, Dorothy	Instructional Coach
Carter, Anika	Assistant Principal
Palow, Doug	Assistant Principal
Leslie, Amanda	Instructional Coach
Owen, Jessica	Guidance Counselor
Jarzyk, Ashley	Guidance Counselor
Riemenschneider, Katie	Instructional Media
Hassen, Charles	Instructional Technology
Licata, Michael	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

1. Assist teachers as they implement the new core/supplemental reading program-which may include professional development, modeling lessons, and use of district trainers.
2. After-school cuccicular activities involving reading as the focus.
3. Utilizing the Principal's book club to encourage reading.

Public and Collaborative Teaching

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

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

Heights Elementary has formed Professional Learning Communities among the teachers at every grade level.
These PLC's meet once a week to collaborate their planning and instruction for students who are achieving below, on and above grade level. Instruction for each of these student groups is planned and implemented on a weekly basis.

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

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

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

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Heights Elementary has implemented Professional Learning Communities at every grade level among all teachers. Teachers meet weekly to discuss students who are achieving above, at, or below grade level standards. Student data is used to group students appropriately according to which standards they are mastering or not mastering.
At these PLC meetings, teachers discuss strategies for teaching these groups of students in order to meet their diverse needs. Students will be grouped according to needs and then re-taught or enhanced as needed.

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

Strategy: After School Program

Minutes added to school year: 40,500

Provide a qualitiy before and after school program that allows students physical activitiy, homework assistance, and stuctured play activities.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salko, Diane, dianets@leeschools.net

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

Performance Matters reports and Parent Survey

Strategy: Extended School Day

Minutes added to school year: 5,760

Students will recieve one hour of instuction through the computer software program-Compass Odyssey

Strategy Rationale

The Compass Odyssey software program instructs students at their level. The program will challenge the student when needed and reteach as necessary.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salko, Diane, dianets@leeschools.net

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

Data reports from Compass Odyssey will be reviewed by Assistant Principals

Strategy: Extended School Day

Minutes added to school year: 4,800

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

Strategy Rationale

To reteach populations of students not performing up to standards of their peers.
]

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Salko, Diane, dianets@leeschools.net

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

G1. Increase Student achievement gains school-wide by focusing on teaching and learning. [1a]

🔍 G041945

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	75.0
AMO Reading - African American	55.0
AMO Reading - ED	69.0
AMO Reading - ELL	57.0
AMO Math - All Students	80.0
AMO Math - African American	70.0
AMO Math - ED	76.0
AMO Math - ELL	71.0
Teachers with advanced degrees	30.0
Certified in Field	97.0
Effective+ Teachers (Performance Rating)	87.0
ESOL Endorsed	76.0
Highly Qualified Teachers	99.0
ELA/Reading Gains	69.0
ELA/Reading Lowest 25% Gains	65.0
Math Gains	73.0
Math Lowest 25% Gains	67.0
AMO Reading - Hispanic	71.0
AMO Reading - SWD	45.0
AMO Math - Hispanic	78.0
AMO Math - SWD	59.0
FCAT 2.0 Science Proficiency	49.0

Resources Available to Support the Goal [2]

- Quality instruction

- Core Reading materials

- Accelerated Reader

- Software programs used for practice: Pearson, Compass, etc.

- Use of volunteers to increase time on task and practice sessions

- Core Math materials

- Core Science materials

- Core Social Studies materials

Targeted Barriers to Achieving the Goal [3]

- Quality instruction

- Increasing number of new students, especially third graders (24 of them)

Plan to Monitor Progress Toward G1. 8

Principal will use Performance Matters data to track increases in student achievement.

Person Responsible
Diane Salko

Schedule
Weekly, from 9/9/2014 to 5/29/2015

Evidence of Completion
Principal will use walk-through data and performance matters data to determine if goal is being met or not.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increase Student achievement gains school-wide by focusing on teaching and learning. 1

🔑 G041945

G1.B1 Quality instruction 2

🔑 B102006

G1.B1.S1 Provide quality professional development twice monthly. 4

🔑 S113246

Strategy Rationale

New and Seasoned teachers need to understand and use quality teaching practices to become proficient at their craft.

Action Step 1 5

Professional development will be provided to teachers twice a month to increase classroom teaching skills.

Person Responsible

Dorothy Lytle

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

In-service sheets will be tracked to ensure attendance at professional development classes.

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

Leadership team will monitor all professional development activities for quality.

Person Responsible

Diane Salko

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Principal will attend Professional Development and then conduct walk-throughs to ensure that quality teaching practices are being utilized.

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

Principal will collect in-service sheets to monitor who is and who is not attending quality professional development twice a month to increase their teaching abilities.

Person Responsible

Diane Salko

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

Evidence of Completion

Principal will use walk-through data and performance matters data to determine increases in student achievement.

G1.B5 Increasing number of new students, especially third graders (24 of them) [2]

🔍 B103269

G1.B5.S1 Use STAR test and baseline reading assessments to prioritize needs of new students. [4]

🔍 S114372

Strategy Rationale

Quick assessment and intervention will increase odds of success of students new to Heights, Lee County, and Florida.

Action Step 1 [5]

Teachers of new students will be instructed to give STAR and baseline reading assessments to determine placement of new students in the reading program.

Person Responsible

Dorothy Lytle

Schedule

On 9/30/2014

Evidence of Completion

Reports will be pulled from STAR and from Performance Matters to determine if students were tested and in which class to place them in order to be successful in reading.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 [6]

Reports will be pulled in order to see if task was completed.

Person Responsible

Dorothy Lytle

Schedule

On 9/30/2014

Evidence of Completion

Reports will be collected from STAR and Performance Matters to determine if all new students were tested and if their classroom placement is appropriate depending on ability.

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Leadership team will look at reports and determine classroom placement. Students will be moved to new classrooms as needed depending on ability.

Person Responsible

Diane Salko

Schedule

Monthly, from 8/25/2014 to 5/25/2015

Evidence of Completion

Performance Matters grade reports will be pulled in order to determine if classroom placement for new students and all students is appropriate.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional development will be provided to teachers twice a month to increase classroom teaching skills.	Lytle, Dorothy	9/9/2014	In-service sheets will be tracked to ensure attendance at professional development classes.	5/26/2015 biweekly
G1.B5.S1.A1	Teachers of new students will be instructed to give STAR and baseline reading assessments to determine placement of new students in the reading program.	Lytle, Dorothy	8/25/2014	Reports will be pulled from STAR and from Performance Matters to determine if students were tested and in which class to place them in order to be successful in reading.	9/30/2014 one-time
G1.MA1	Principal will use Performance Matters data to track increases in student achievement.	Salko, Diane	9/9/2014	Principal will use walk-through data and performance matters data to determine if goal is being met or not.	5/29/2015 weekly
G1.B1.S1.MA1	Principal will collect in-service sheets to monitor who is and who is not attending quality professional development twice a month to increase their teaching abilities.	Salko, Diane	9/9/2014	Principal will use walk-through data and performance matters data to determine increases in student achievement.	5/26/2015 biweekly
G1.B1.S1.MA1	Leadership team will monitor all professional development activities for quality.	Salko, Diane	9/9/2014	Principal will attend Professional Development and then conduct walk-throughs to ensure that quality teaching practices are being utilized.	5/26/2015 biweekly
G1.B5.S1.MA1	Leadership team will look at reports and determine classroom placement. Students will be moved to new classrooms as needed depending on ability.	Salko, Diane	8/25/2014	Performance Matters grade reports will be pulled in order to determine if classroom placement for new students and all students is appropriate.	5/25/2015 monthly
G1.B5.S1.MA1	Reports will be pulled in order to see if task was completed.	Lytle, Dorothy	8/25/2014	Reports will be collected from STAR and Performance Matters to determine if all new students were tested and if their classroom placement is appropriate depending on ability.	9/30/2014 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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.B1 Quality instruction

G1.B1.S1 Provide quality professional development twice monthly.

PD Opportunity 1

Professional development will be provided to teachers twice a month to increase classroom teaching skills.

Facilitator

Dorothy Lytle

Participants

Teachers at Heights

Schedule

Biweekly, from 9/9/2014 to 5/26/2015

G1.B5 Increasing number of new students, especially third graders (24 of them)

G1.B5.S1 Use STAR test and baseline reading assessments to prioritize needs of new students.

PD Opportunity 1

Teachers of new students will be instructed to give STAR and baseline reading assessments to determine placement of new students in the reading program.

Facilitator

Ashley LaMar

Participants

All teachers will join in Performance Matters training.

Schedule

On 9/30/2014

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: Increase Student achievement gains school-wide by focusing on teaching and learning.	10,000
Grand Total	**10,000**

Goal 1: Increase Student achievement gains school-wide by focusing on teaching and learning.		
Description	**Source**	**Total**
B1.S1.A1		10,000
Total Goal 1		**10,000**