

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



**Dr. Eric J. Smith,
Commissioner**

Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32305

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Chancellor**

K-12 Public Schools
Florida Department of
Education
325 West Gaines Street
Tallahassee, Florida 32305

School Name: HEIGHTS ELEMENTARY SCHOOL

District Name: Lee

Principal: Mrs. Diane Salko

SAC Chair: Christine Music

Superintendent: Dr. James Browder

Date of School Board Approval: pending

Last Modified on: 08-28-2009

VISION and MISSION STATEMENTS

The vision of the School District of Lee County is: To be a World-Class School System.
Heights Elementary's vision is to be a World-Class School.

Mission: Heights Elementary develops lifelong learners who think compassionately and globally.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Heights Elementary, located in the central-south section of Lee County is a naturally integrated community. Presently our total school enrollment is 880 students. Due to a 76% free and reduced lunch population, our school is designated as a Title I School. Our sub groups break down as follows: Total minority students: 63.6%, ESE (not gifted) 15.0%, Gifted 3.7%, LEP 6.7%, and free and reduced lunch 76%. The staff at Heights Elementary is comprised of 65 Instructional members, 14 Paraprofessional members, and 24 Support Staff members. Heights instructional staff is 1.9% minority. The paraprofessional staff is 33.3% minority and the support staff is 56.3% minority. All of Heights Elementary instructional staff members are Highly Qualified.

Heights Elementary School received an A grade in the state grading system and achieved 97% of the federal criteria for Adequate Yearly Progress (AYP). Under the guidelines of No Child Left Behind (NCLB), 100% of the AYP criteria had to be met. For this reason, the state has identified the school as a School In Need of Improvement. Adequate Yearly Progress was not met due to the following circumstances: Our Students with Disabilities did not make the gains needed in the subject area of mathematics to meet AYP.

Our strengths include our commitment to the International Baccalaureate, Primary Years Program and the professional development aligned with the IB Program. Heights' strengths also include a diverse population with strong parental support. Also, Heights has strong supplemental programs in all subject areas. Curricular and instructional coaches in reading, writing, math, and science support the classroom teacher in his or her instructional practices.

The Heights Elementary staff will continue to meet the academic needs of all students, while continuing to address our areas of concern: our Hispanic Students, our Black Students, our Students with Disabilities, and our Economically Disadvantaged Students. Heights has many unique programs in place and others that are being implemented over time. These include: Being a Title One School, continued professional development of the International Baccalaureate, Primary Years Program, a continuing Before and After School Program, and Love and Logic discipline training for staff and parents. Heights Elementary's short term challenges

include academic improvement for all students, including the sub-group that did not meet AYP (the Students with Disabilities). Heights' long term challenges include continuing to work towards making AYP, the continuing implementation of the International Baccalaureate, Primary Years Program and to continue to be a chosen school in the Student Assignment process in our district.

Unique School Strengths for Next Year

Heights Elementary has been authorized to be an International Baccalaureate, Primary Years Program, World School.

Heights Elementary continues to be a Title One School which serves a diverse population of young learners.

Heights Elementary received an A grade in the state grading system for two years in a row: 07-08 and 08-09.

Unique School Weaknesses for Next Year

Heights Elementary's enrollment will increase dramatically again this year. Last year the enrollment went from 650 students to 800. This year Heights will move from 800 students to over 900. This brings in students that have not had the unique programs in reading, math, writing, and science that are offered at Heights Elementary. With this growth, new personnel to Heights will require professional development to continue best practices to serve the diverse population at Heights.

Another challenge at Heights Elementary is our Students With Disabilities and Economically Disadvantaged subgroups due to the increase in these populations and their diverse needs and required support.

Student Demographics

Presently our total school enrollment is 880 students. Our sub groups break down as follows: Total minority students: 63.6%, ESE (not gifted) 15.0%, Gifted 3.7%, LEP 6.7%, and free and reduced lunch 76%.

Student Attendance Rates

The current attendance rate at Heights Elementary is 94.6%.

Student Mobility

The current student mobility rate at Heights Elementary is 42.2%.

Student Suspension Rates

The number of suspensions in 08-09 was 105 students, which was a 17% increase from the previous year. Taking into account our growth in population of 21% in the same year, this is not a strong area of concern.

Student Retention Rates

Three third grade students out of 137 (2%) were retained in the 08-09 school year.

Class Size

The average class size at each level is:

K- 17.5

1- 19.1

2- 17.3

3- 18

4- 20.5

5- 21.8

Academic Performance of Feeder Pattern

The majority of Heights students come from the south zone of Lee County.

Partnerships and Grants

Heights Elementary's business and community partners include Publix, SweetBay, Costco, the Junior League, CCMI, and Target.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Diane Salko	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education	6	10	Principal of Heights Elementary in 2008-09. Grade: A Reading Mastery: 80% Math Mastery: 80% Science Mastery: 29% Writing Mastery: 94% AYP: SWD did not make AYP in Math 2007-08: Grade: A Reading Mastery: 80% Math Mastery: 70% Science Mastery: 49% Writing Mastery: 93% AYP: Hispanics did not make AYP in math, Economically Disadvantaged Students did not make AYP in math, SWD did not make AYP in reading or math 2006-07: Grade: B Reading Mastery: 68% Math Mastery: 69% Science Mastery: 36% Writing Mastery: 91% AYP: Black Students did not make AYP in reading or math, Economically Disadvantaged Students did not make AYP in reading, ELL students did not make AYP in reading, SWD did not make AYP in math 2005-06: Grade: B Reading Mastery: 69% Math Mastery: 62% Writing Mastery: 87% AYP: Black Students did not make AYP in math, Hispanic Students did not make AYP in math, Economically Disadvantaged Students did not make AYP in math, ELL students did

					not make AYP in reading or math, SWD did not make AYP in reading or math
Assis Principal	Matthew Bruner	Master's Degree in Educational Leadership Bachelor's Degree in Elementary Education	1	4	Assistant Principal of Littleton Elementary in 2008-09. Grade: B Reading Mastery: 82% Math Mastery: 80% Science Mastery: 41% Writing Mastery: 81% AYP: Only ED did not make AYP in Math 2007-08: Grade: A Reading Mastery: 80% Math Mastery: 78% Science Mastery: 51% Writing Mastery: 79% AYP: Hispanic & SWD subgroup did not make AYP in math; SWD did not make AYP in reading, total and ED did not make AYP in writing 2006-07 Grade: A Reading Mastery: 79% Math Mastery: 71% Science Mastery: 60% Writing Mastery: 75% AYP: did not meet for writing 2005-06: Grade: A Reading Mastery: 77% Math Mastery: 74% Science Mastery: N/A Writing Mastery: 85% AYP: met

** Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)*

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification (s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Reading	Dana Thorne	Bachelor's Degrees in Elementary Education and Early Childhood, and a Master's Degree in Curriculum Instruction and Educational Technology	1	3	2008-2009 Bonita Elementary C School, did not make AYP 2007-2008 Bonita Elementary B School, Did not make AYP
Math/Science	Gayle Baisch	Bachelors Degree in Elementary Education	8	5	2008-2009 Heights Elementary A School, Did not make AYP 2007-2008 Heights Elementary A School, Did not make AYP
Reading	Dorothy Lytle	Bachelors Degree in Elementary Education and a Masters Degree in Educational Leadership	10	4	2008-2009 Heights Elementary A School, Did not make AYP 2007-2008 Heights Elementary A School, Did not make AYP
RTI Process	Judy Bumbalo	Bachelors Degree in Elementary Education and a Masters Degree in Elementary Educaation	6	1	2008-2009 Heights Elementary A School, Did not make AYP 2007-2008 Heights Elementary A School, Did not make AYP

** Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)*

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Regular meetings of new teachers with Assistant Principal	Assistant Principal	Ongoing	
2. Partnering new teachers with veteran staff	Assistant Principal	Ongoing	
3. Professional Development aligned with School Goals	Principal and Leadership Team	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
65	1	30	42	27	25	100	2	8	55

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Gayle Baisch	Charles Hassen	Mrs. Baisch is an experienced and successful teacher who is certified as a mentor teacher. She holds a school leadership position and specializes in instructional and curricular best practices. She is available to observe and provide feedback frequently.	The two will meet monthly to review goals and track the progress of his students. The mentor will review all organizational techniques such as lesson plans and data tracking. The mentee will observe the mentor teacher each quarter and they will debrief after each session. The mentor will observe the mentee each quarter and debrief after each session. Logs will be kept which will be reviewed with administration before completing the New Teacher Orientation Program. Mentee will attend required classes, along with those suggested by administration or mentor in order to successfully complete the New Teacher Orientation Program. Administration will send mentee to all trainings needed to support programs within the school. Mentor will provide

			guidance and support for all programs within the school.
Dodie Lytle	Beth Bortzfield	Ms. Lytle is an experienced and successful teacher who is certified as a mentor teacher. She holds a school leadership position and specializes in instructional and curricular best practices. She is available to observe and provide feedback frequently.	The two will meet monthly to review goals and track the progress of her students. The mentor will review all organizational techniques such as lesson plans and data tracking. The mentee will observe the mentor teacher each quarter and they will debrief after each session. The mentor will observe the mentee each quarter and debrief after each session. Logs will be kept which will be reviewed with administration before completing the New Teacher Orientation Program. Mentee will attend required classes, along with those suggested by administration or mentor in order to successfully complete the New Teacher Orientation Program. Administration will send mentee to all trainings needed to support programs within the school. Mentor will provide guidance and support for all programs within the school.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only
 Title I, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. The Foundation for Lee County Schools provides resources to teachers to enhance classroom instruction. They also are the liaison between business and community to build partnerships with schools. The Foundation sponsors a Collegium to recognize high quality instructional staff. This benefits the retention of teachers in Title I schools. The resources provided by the Foundation benefit students and teachers as well as enhancing the educational programs in the classrooms. All targeted subgroups of students benefit from these resources. These services will assist schools in increasing student achievement. Collaborative partners include Early Childhood Services (Headstart, VPK); Adult Education; Foundation for Lee County Schools; Youth Coalition; Edison College; Hispanic Chamber of Commerce. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making AYP. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in non Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Activities with Early Childhood include three blended VPK/Title I classrooms for four-year olds. This is a voluntary program that identifies high-risk students to receive a full year of educational opportunities. The benefits for students include readiness for Kindergarten and focusing on building literacy for early reading skills. The expected outcome is for the four-year old who participates in the programs to be able to perform at the readiness level in all areas of the kindergarten readiness screening. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

Job Training

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership Team for Heights Elementary consists of the following members:

Diane Salko-Principal
 Matthew Bruner-Assistant Principal
 Judy Bumbalo-Learning Resource Teacher
 Gayle Baisch-IB Coordinator
 Dana Thorne-Academic Coach
 Dorothy Lytle-Title One Facilitator/ESOL Representative
 Erin Messinger-Speech-Language Pathologist
 Jessica Owen-Guidance Counselor
 Diane LeBlanc-School Psychologist
 Robyn Hammond-Staffing Specialist
 Heather Pierce-Social Worker

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Leadership team at Heights Elementary meets on a weekly, monthly, and as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:

Classroom Teacher

1. Keep ongoing progress monitoring notes in a RTI folder (DIBELS, curriculum assessments, SAT 10 or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
2. Attend RTI Team meetings to collaborate on & monitor students who are struggling
3. Implement interventions designed by RTI Team for students in Tier 2 & 3
4. Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist

1. Attend RTI Team meetings
2. Train teachers in interventions, progress monitoring, differentiated instruction
3. Implement Tier 2 & 3 interventions
4. Keep progress monitoring notes & anecdotes of interventions implemented
5. Administer screenings
6. Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

1. Attend RTI Team meetings for some Tier 2 & Tier 3 students
2. Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
3. Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
4. Incorporate RTI data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

1. Facilitate implementation of RTI in your building
2. Provide or coordinate valuable and continuous professional development
3. Assign paraprofessionals to support RTI implementation when possible
4. Attend RTI Team meetings to be active in the RTI change process
5. Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

1. Often RTI Team facilitators
2. Schedule and attend RTI Team meetings
3. Maintain log of all students involved in the RTI process
4. Send parent invites
5. Complete necessary RTI forms
6. Conduct social-developmental history interviews when requested

School Psychologist

1. Attend RTI Team meetings on some students in Tier 2 & on all students in Tier 3
2. Monitor data collection process for fidelity
3. Review & interpret progress monitoring data
4. Collaborate with RTI Team on effective instruction & specific interventions
5. Incorporate RTI data when guiding a possible ESE referral & when making eligibility decisions

ESE Teacher/Staffing Specialist

1. Consult with RTI Team regarding Tier 3 interventions
2. Incorporate RTI data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

1. Consult with RTI Team
2. Provide staff trainings

Social Worker

1. Attend RTI Team meetings when requested
2. Conduct social-developmental history interviews and share with RTI Team

ESOL/ELL Representative

1. Attend all RTI Team meetings for identified ELL students, advising and completing LEP paperwork
2. Conduct language screenings and assessments
3. Provide ELL interventions at all tiers

Describe the role of the school-based RTI Leadership Team in the development and implementation of the school improvement plan

The RtI Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions, curricula, and school systems.

RtI Implementation

Describe the data management system used to summarize tiered data.

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

Describe the plan to train staff on RTI.

The Lee County School District has developed a comprehensive training and support plan for schools. District teams have been established to support schools in the implementation of the RTI process for all students. The teams provide training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs.

The teams are comprised of teachers with knowledge in effective instructional practices, data analysis, behavior management techniques, and ESOL strategies. All team members are provided on-going staff development training regarding the RTI process and research based practices to support the academic and behavioral needs of students.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

1. Fourth Grade writing scores: In 2008-2009, 94% of Heights Elementary Fourth Grade students scored a 3.5 or higher on the FCAT Writes.
2. Math Scores: In 2008-2009, Heights Elementary students maintained a 69% passing rate (a 3 or higher) in math on the FCAT Math Test, with an increase in overall population.
3. Reading Scores: In 2008-2009, Heights Elementary students maintained a 69% passing rate (a 3 or higher) in reading on the FCAT Reading Test, with an increase in overall population.
4. School Grade: Heights Elementary maintained its "A" grade in the school grading system for 2008-2009.
5. AYP: Heights Elementary achieved 97% of the criteria needed to achieve AYP in the 2008-2009 school year.

Weaknesses

1. Science Scores: In 2008-2009, Heights Elementary students in Fifth Grade reached a 29% passing rate on the FCAT Science Test, a decrease of 20% from the year before.
2. Subgroups: All of Heights Elementary's subgroups make gains in the 2008-2009 school year, but not enough gains to make a difference on the AYP report.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Instructional Focus Calendar for each each subject is created through teacher cadres. These focus on specific benchmarks. Embedded in the IFC are ideas for best practices and interventions for reading, math, writing, and science. These, combined with the scheduled benchmark assessments from Achievement Series allow for continous monitoring and improvement for each individual student.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Referencing, Inferencing, and Comprehension.

Writing: Narrative writing and editing.

Mathematics: Algebraic Thinking and Geometry.

Science: Phsyical sciences.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

The Instructional Focus Calendar for each each subject is created through teacher cadres. These focus on specific benchmarks. Embedded in the IFC are ideas for best practices and interventions for reading, math, writing, and science. These, combined with the scheduled benchmark assessments from Achievement Series allow for continous monitoring and improvement for each individual student. This ensures instruction is driven based off of assessment data. This, along with the Response to Intervention model, ensures instruction is based off individual need.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Heights Elementary is a International Baccalaureate, Primary Years Program World School, in which all teachers focus on transdisciplinary themes that allow for the application and integration between multiple subject areas. Students gain an understanding of how the real world works and relates to their future endeavors.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Heights Elementary offers enrichment courses as part of our International Baccalaureate Primary Years program. These include Cultural Studies, Technology, Music, and Art.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Heights Elementary holds bi-monthly grade level meetings where teachers work collaboratively to ensure all are on track with the Intructional Focus Calendar. At these meetings, best practices and resources are continually shared.

How are instructional focus lessons developed and delivered?

The Instructional Focus Calendar is developed in district cadres. Teachers implement these standards

through research-based materials and deliver them through the use of IB transdisciplinary themed planners.

How will instructional focus lessons be revised and monitored?

The leadership team will meet monthly to discuss the effectiveness of lessons being taught. This will be determined by analyzing Florida Assessments for Instruction in Reading (FAIR) assessment data and district required assessment data.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Reading: Weekly assessments from MacMillan MCGraw Hill, Saxon, SRA, and Read Well, along with FAIR will track phonemic awareness, phonics, vocabulary, fluency, and comprehension.
Math: Assessments from Scott Foresman, District Math Assessments, SRA Number Worlds, FASTT Math, and SuccessMaker will track ongoing progress through math skills.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Heights Elementary students reach mastery on standards when they show an 80% pass rate. Teachers will use supplemental resources to differentiate their instruction for diverse learners, based off individual assessment data.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Heights Elementary, with the use of assessments from the IFC, will use the research based best practices from the same calendar to enrich and supplement higher level learners.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Heights Elementary holds bi-monthly grade level meetings where teachers work collaboratively to ensure all are on track with the Instructional Focus Calendar. At these meetings, assessment data is analyzed and communicated through the school A+ team.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principal and Leadership team will work with A+ Team, Reading Leadership Team, Grade Level Chairs, and LRT to assess data to then drive instructional practices. This will be done with each teacher so they in turn develop individualized plans for each student.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Reading: McMillan McGraw Hill Treasures/Triumphs, SRA, Read Well, Saxon Phonics
 Math: Scott Foresman, SRA Number Worlds, FASTT Math, SuccessMaker

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

The core reading and math programs allow for approaching, on-level, and beyond instruction lessons to differentiate with a classroom, using small group and center activities.

How does the school identify staff's professional development needs to improve their instructional strategies?

The administration and Leadership Team uses standardized testing data, along with classroom walkthrough data, and collaborative teacher feedback to determine professional development needs.

Which students will be targeted for supplemental and intensive instruction/interventions?

As a result of progress monitoring and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/interventions. Because of Heights Elementary's Title I AYP status, supplemental educational services will be offered to the students that qualify.

How will the effectiveness of the interventions be measured throughout the year?

Intervention strategies will be monitored by administrators and leadership team, along with teachers, by use of assessment data to determine effectiveness. Unsuccessful strategies will be discontinued and replaced with alternative interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

The core reading series offers enrichment lessons embedded in the daily instructional plan. The IB Primary Years Program offers enrichment through its transdisciplinary themes offered at every grade level.

Describe how students are identified for enrichment strategies.

By analyzing student data, teachers and the leadership team identify students in need of enrichment.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Grade Level	Grade Level Chair	Bi-Monthly	1st and 3rd Thursday of each month	Data Analysis and best practices
Love and Logic Discipline	Dorothy Lytle	Weekly for 8-10 weeks	Once a week on Thursdays	To study the philosophy of Love and Logic Discipline and how to implement it into the classroom management system
International Baccalaureate	Gayle Baisch	Bi-Monthly	2nd and 4th Tuesday of each month	To understand and incorporate the principals and ideals of the International Baccalaureate, Primary Years Program

NCLB Public School Choice

Note: For Title I schools only

Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)

Public School Choice with Transportation (CWT) Notification

Show Attached Public School Choice with Transportation (CWT) Notification

Notification of (School in Need of Improvement) SINI Status

Show Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

Heights Elementary holds a Kindergarten Orientation/New Student Open House every spring in order to introduce kindergarten students and their families to our school, along with new students to Heights. Parents and guardians learn about what Heights has to offer their children and they are allowed to meet Kindergarten teachers and visit the classrooms.

Heights Elementary also holds a pre-school screening of incoming kindergarten students. This enables the kindergarten teachers to place students in classes based on their educational needs and to organize and implement strategies for these students before the first day of school.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's sub groups that did not make adequate progress in reading include the: Blacks (56% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Hispanics (64% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Economically Disadvantaged (65% achieved a level 3 or higher on the 2009 FCAT Reading Assessment which was the target but will rise to 72% in 2010) and the Students with Disabilities (32% achieved a level 3 or higher on the 2009 FCAT Reading Assessment).</p> <p>Overall 69% of our students scored a 3 or higher on the FCAT Reading Assessment, and 58% of the lowest 25% made learning gains in reading.</p> <p>The AYP requirement for Reading for the 2009-2010 school year is that 72% of each subgroup will score a 3 or higher on the FCAT reading assessment.</p> <p>Heights Elementary will focus on the following subgroups in reading: the Total subgroup, the Black subgroup, the Hispanic subgroup, the Economically Disadvantaged subgroup, and the Students with Disabilities subgroup.</p>		<p>1. In 2009-2010, the percentage of students in grades 3-5 in the Total subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 69% to 73% in safe harbor as reported by the AYP report.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. Heights will implement the new FAIR assessments to monitor student progress.	1. Principal and Assistant Principal, Leadership Team, A+ Team, Curriculum Specialist, Resource Learning Teacher, and	1. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum Specialist to review FAIR data	1. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.

			plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	2. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Reading Resource Teachers to target students in subgroups and provide extra instruction to all struggling students in reading.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	3. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	3. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
4	4. All Heights students will be provided with at least 90 minutes of uninterrupted reading instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and observations.
5	5. Heights will utilize the county adopted reading series and provide supplemental reading materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the Learning Resource Teacher and the A+ Team to track low performing students and subgroups in reading.	6. Principal, Assistant Principal, A+ Team, Leadership Team, Learning Resource Teacher, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in reading include the: Blacks (56% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Hispanics (64% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Economically Disadvantaged (65% achieved a level 3 or higher on the 2009 FCAT Reading Assessment which was the target but will rise to 72% in 2010) and the Students with Disabilities (32% achieved a level 3 or higher on the 2009 FCAT Reading Assessment).</p> <p>Overall 69% of our students scored a 3 or higher on the FCAT Reading Assessment, and 58% of the lowest 25% made learning gains in reading.</p> <p>The AYP requirement for Reading for the 2009-2010 school year is that 72% of each subgroup will score a 3 or higher on the FCAT reading assessment.</p> <p>Heights Elementary will focus on the following subgroups in reading: the Total subgroup, the Black subgroup, the Hispanic subgroup, the Economically Disadvantaged subgroup, and the Students with Disabilities subgroup.</p>		<p>2. In 200920-10, the percentage of students in grades 3-5 in the Black subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 56% to 61% in safe harbor as reported by the AYP report.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights will implement the new FAIR assessments to monitor student progress.	1. Principal and Assistant Principal, Leadership Team, A+ Team, Curriculum Specialist, Resource Learning Teacher, and Classroom Teachers.	1. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum Specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	1. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Reading Resource Teachers to target students in subgroups and provide extra	3. Principal, Assistant Principal, Leadership Team, Curriculum	3. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule.	3. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test,

	instruction to all struggling students in reading.	Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	Schedule individual teacher meetings with Curriculum specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	STAR, AR, and District Assessments from the adopted reading series.
4	4. All Heights students will be provided with at least 90 minutes of uninterrupted reading instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and observations.
5	5. Heights will utilize the county adopted reading series and provide supplemental reading materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the Learning Resource Teacher and the A+ Team to track low performing students and subgroups in reading.	6. Principal, Assistant Principal, A+ Team, Leadership Team, Learning Resource Teacher, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in reading include the: Blacks (56% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Hispanics (64% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Economically Disadvantaged (65% achieved a level 3 or higher on the 2009 FCAT Reading Assessment which was the target but will rise to 72% in 2010) and the Students with Disabilities (32% achieved a level 3 or higher on the 2009 FCAT Reading Assessment).</p> <p>Overall 69% of our students scored a 3 or higher on the FCAT Reading Assessment, and 58% of the lowest 25% made learning gains in</p>	<p>3. In 2009-2010, the percentage of students in grades 3-5 in the Hispanic subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 64% to 68% in safe harbor as reported by the AYP report.</p>

	<p>reading.</p> <p>The AYP requirement for Reading for the 2009-2010 school year is that 72% of each subgroup will score a 3 or higher on the FCAT reading assessment.</p> <p>Heights Elementary will focus on the following subgroups in reading: the Total subgroup, the Black subgroup, the Hispanic subgroup, the Economically Disadvantaged subgroup, and the Students with Disabilities subgroup.</p>			
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights will implement the new FAIR assessments to monitor student progress.	1. Principal and Assistant Principal, Leadership Team, A+ Team, Curriculum Specialist, Resource Learning Teacher, ESOL Specialist, and Classroom Teachers.	1. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum Specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	1. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, CELLA test results, and District Assessments from the adopted reading series.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Reading Resource Teachers to target students in subgroups and provide extra instruction to all struggling students in reading.	3. Principal, Assistant Principal, Leadership Team, ESOL Specialist, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	3. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules. ESOL Specialist will be consulted when needed.	3. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, CELLA Test, STAR, AR, and District Assessments from the adopted reading series.
4	4. All Heights students will be provided with at least 90 minutes of uninterrupted reading instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and observations.

		Resource Teachers, and Classroom Teachers.		
5	5. Heights will utilize the county adopted reading series and provide supplemental reading materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, ESOL Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the Learning Resource Teacher and the A+ Team to track low performing students and subgroups in reading.	6. Principal, Assistant Principal, A+ Team, Leadership Team, ESOL Specialist, Learning Resource Teacher, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results (including CELLA), and the AYP report for 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's sub groups that did not make adequate progress in reading include the: Blacks (56% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Hispanics (64% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Economically Disadvantaged (65% achieved a level 3 or higher on the 2009 FCAT Reading Assessment which was the target but will rise to 72% in 2010) and the Students with Disabilities (32% achieved a level 3 or higher on the 2009 FCAT Reading Assessment).</p> <p>Overall 69% of our students scored a 3 or higher on the FCAT Reading Assessment, and 58% of the lowest 25% made learning gains in reading.</p> <p>The AYP requirement for Reading for the 2009-2010 school year is that 72% of each subgroup will score a 3 or higher on the FCAT reading assessment.</p> <p>Heights Elementary will focus on the following subgroups in reading: the Total subgroup, the Black subgroup, the Hispanic subgroup, the Economically Disadvantaged subgroup, and the Students with Disabilities subgroup.</p>		<p>4. In 2009-2010, the percentage of students in grades 3-5 in the Economically Disadvantaged subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 65% to 69% in safe harbor as reported by the AYP report.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1. Heights will implement the new FAIR assessments to	1. Principal and Assistant Principal,	1. Review FAIR data reports to ensure that teachers are assessing	1. FAIR Assessments, Classroom walkthrough logs,	

	monitor student progress.	Leadership Team, A+ Team, Curriculum Specialist, Resource Learning Teacher, and Classroom Teachers.	students according to the created schedule. Schedule individual teacher meetings with Curriculum Specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Reading Resource Teachers to target students in subgroups and provide extra instruction to all struggling students in reading.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	3. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	3. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
4	4. All Heights students will be provided with at least 90 minutes of uninterrupted reading instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and observations.
5	5. Heights will utilize the county adopted reading series and provide supplemental reading materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the Learning Resource Teacher and the A+ Team to track low performing students and subgroups in	6. Principal, Assistant Principal, A+ Team, Leadership Team, Learning Resource Teacher,	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

reading.	and Classroom Teachers.	minutes from A+ Team meetings, along with data from Pinnacle Analytics.
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's sub groups that did not make adequate progress in reading include the: Blacks (56% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Hispanics (64% achieved a level 3 or higher on the 2009 FCAT Reading Assessment), the Economically Disadvantaged (65% achieved a level 3 or higher on the 2009 FCAT Reading Assessment which was the target but will rise to 72% in 2010) and the Students with Disabilities (32% achieved a level 3 or higher on the 2009 FCAT Reading Assessment).</p> <p>Overall 69% of our students scored a 3 or higher on the FCAT Reading Assessment, and 58% of the lowest 25% made learning gains in reading.</p> <p>The AYP requirement for Reading for the 2009-2010 school year is that 72% of each subgroup will score a 3 or higher on the FCAT reading assessment.</p> <p>Heights Elementary will focus on the following subgroups in reading: the Total subgroup, the Black subgroup, the Hispanic subgroup, the Economically Disadvantaged subgroup, and the Students with Disabilities subgroup.</p>	<p>5. In 2009-2010, the percentage of students in grades 3-5 in the Students with Disabilities subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 32% to 39% in safe harbor as reported by the AYP report.</p>

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights will implement the new FAIR assessments to monitor student progress.	1. Principal and Assistant Principal, Leadership Team, A+ Team, Curriculum Specialist, Resource Learning Teacher, and Classroom Teachers.	1. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum Specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	1. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and	2. Continued authorization visits from International Baccalaureate representatives.

			procedures.	
3	3. Heights will utilize Reading Resource Teachers to target students in subgroups and provide extra instruction to all struggling students in reading.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	3. Review FAIR data reports to ensure that teachers are assessing students according to the created schedule. Schedule individual teacher meetings with Curriculum specialist to review FAIR data and plan for instruction. Lesson plans will be reviewed during classroom walkthroughs. Leadership Team reviews resource teacher's schedules.	3. FAIR Assessments, Classroom walkthrough logs, FCAT Reading test, SAT-10 Reading Test, STAR, AR, and District Assessments from the adopted reading series.
4	4. All Heights students With Disabilities will be provided with at least 120 minutes of uninterrupted reading instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and observations.
5	5. Heights will utilize the county adopted reading series and provide supplemental reading materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the Learning Resource Teacher and the A+ Team to track low performing students and subgroups in reading.	6. Principal, Assistant Principal, A+ Team, Leadership Team, Learning Resource Teacher, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
1. In 2009-2010, the percentage of students in grades 3-5 in the Total subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 69% to 73% in safe harbor as reported by the AYP report.					
2. In 200920-10, the percentage of students in grades 3-5 in the					

<p>Black subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 56% to 61% in safe harbor as reported by the AYP report.3. In 2009-2010, the percentage of students in grades 3-5 in the Hispanic subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 64% to 68% in safe harbor as reported by the AYP report.4. In 2009-2010, the percentage of students in grades 3-5 in the Economically Disadvantaged subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 65% to 69% in safe harbor as reported by the AYP report. 5. In 2009-2010, the percentage of students in grades 3-5 in the Students with Disabilities subgroup scoring in levels 3-5 on the FCAT Reading Test will increase from 32% to 39% in safe harbor as reported by the AYP report.</p>	<p>Phonics instruction, FAIR Assessment Training, and ongoing district adopted reading series training</p>	<p>Dana Thorne</p>	<p>August 2009 and ongoing</p>	<p>Classroom Walkthroughs Lesson Plans</p>	<p>Principal, Assistant Principal, Leadership Team, Curriculum Specialist, and Learning Resource Teacher</p>
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For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Macmillan/McGraw-Hill Reading textbooks and workbooks	District	\$15,000.00
Total: \$15,000.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
International Baccalaureate, Primary Years Program Level I and II training for teachers	Title II	\$15,000.00
Total: \$15,000.00		
Other		
Description of Resources	Funding Source	Available Amount
Supplies-supplemental materials not included in District adopted reading series	Title One	\$5,000.00
Total: \$5,000.00		
Final Total: \$35,000.00		

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in math include the: Blacks (46% made a level 3 or higher on the 2009 FCAT Math Assessment), the Economically Disadvantaged (65% made a level 3 or higher on the 2008 FCAT Math Assessment), and the Students With Disabilities (32% made a level 3 or higher on the 2008 FCAT Math Assessment). Overall 69% of our students scored a 3 or higher on the FCAT Math Assessment, and 62% of the lowest 25% made learning gains in math. Therefore, this goal focuses on improving Math for all subgroups in order to meet the 2009-2010 AYP goal of 74% or higher scoring Level 3 or above on the FCAT Math Assessment.</p>		<p>In 2009-10, the percentage of students in grades 3-5 in the Total subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 69% to 73% in safe harbor as reported by the AYP report.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights Elementary will use the reports from FASTT Math and SuccessMaker, as well as District Math Test Scores to track student progress.	1. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	1. Reports and test scores will be reviewed in grade level groups and with Curriculum Specialist to determine learning gains in math by all subgroups.	1. FASTT Math Reports, SuccessMaker Reports, District Math Tests, and FCAT Math Test scores.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Resource Teachers to spend at least 60 minutes a day with low achieving students in math.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Resource Teachers, and Classroom Teachers.	3. Principal and Assistant Principal will conduct Classroom Walkthroughs and check lesson plans. Leadership Team will monitor Resource Teacher's schedules.	3. FASTT Math and SuccessMaker reports, FCAT Math Test, District Math Tests, and Classroom Walkthrough logs.

4	4. All Heights students will be provided with at least 60 minutes of uninterrupted math instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and lesson plans.
5	5. Heights will utilize the county adopted math series and provide supplemental math materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the A+ Team to track low performing students and subgroups in math.	6. Principal, Assistant Principal, A+ Team, Leadership Team, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in math include the: Blacks (46% made a level 3 or higher on the 2009 FCAT Math Assessment), the Economically Disadvantaged (65% made a level 3 or higher on the 2008 FCAT Math Assessment), and the Students With Disabilities (32% made a level 3 or higher on the 2008 FCAT Math Assessment). Overall 69% of our students scored a 3 or higher on the FCAT Math Assessment, and 62% of the lowest 25% made learning gains in math. Therefore, this goal focuses on improving Math for all subgroups in order to meet the 2009-2010 AYP goal of 74% or higher scoring Level 3 or above on the FCAT Math Assessment.</p>		<p>In 2009-10, the percentage of students in grades 3-5 in the Black subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 46% to 52% in safe harbor as reported by the AYP report.</p>		
Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool	
1	1. Heights Elementary will use the reports from FASTT Math and SuccessMaker, as well as District Math Test Scores to track student progress.	1. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	1. Reports and test scores will be reviewed in grade level groups and with Curriculum Specialist to determine learning gains in math by all subgroups.	1. FASTT Math Reports, SuccessMaker Reports, District Math Tests, and FCAT Math Test scores.
2	2. Heights will	1. Principal,	2. IB Coordinator,	2. Continued

	continue to implement the International Baccalaureate, Primary Years Program.	Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Resource Teachers to spend at least 60 minutes a day with low achieving students in math.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Resource Teachers, and Classroom Teachers.	3. Principal and Assistant Principal will conduct Classroom Walkthroughs and check lesson plans. Leadership Team will monitor Resource Teacher's schedules.	3. FASTT Math and SuccessMaker reports, FCAT Math Test, District Math Tests, and Classroom Walkthrough logs.
4	4. All Heights students will be provided with at least 60 minutes of uninterrupted math instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and lesson plans.
5	5. Heights will utilize the county adopted math series and provide supplemental math materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the A+ Team to track low performing students and subgroups in math.	6. Principal, Assistant Principal, A+ Team, Leadership Team, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in math include the: Blacks (46% made a level 3 or higher on the 2009 FCAT Math Assessment), the Economically Disadvantaged (65% made a level 3 or higher on the 2008 FCAT Math Assessment), and the Students With Disabilities (32% made a level 3 or higher on the 2008 FCAT Math Assessment). Overall 69% of our students</p>	<p>3. In 2009-10, the percentage of students in grades 3-5 in the Hispanic subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 72% to 75% in safe harbor as reported by the AYP report.</p>

	scored a 3 or higher on the FCAT Math Assessment, and 62% of the lowest 25% made learning gains in math. Therefore, this goal focuses on improving Math for all subgroups in order to meet the 2009-2010 AYP goal of 74% or higher scoring Level 3 or above on the FCAT Math Assessment.			
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights Elementary will use the reports from FASTT Math and SuccessMaker, as well as District Math Test Scores to track student progress.	1. Principal, Assistant Principal, Curriculum Specialist, ESOL Specialist and Classroom Teachers	1. Reports and test scores will be reviewed in grade level groups and with Curriculum Specialist to determine learning gains in math by all subgroups.	1. FASTT Math Reports, SuccessMaker Reports, District Math Tests, and FCAT Math Test scores.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	1. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Resource Teachers to spend at least 60 minutes a day with low achieving students in math.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, ESOL Specialist, Learning Resource Teacher, Resource Teachers, and Classroom Teachers.	3. Principal and Assistant Principal will conduct Classroom Walkthroughs and check lesson plans. Leadership Team will monitor Resource Teacher's schedules.	3. FASTT Math and SuccessMaker reports, FCAT Math Test, District Math Tests, and Classroom Walkthrough logs.
4	4. All Heights students will be provided with at least 60 minutes of uninterrupted math instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and lesson plans.
5	5. Heights will utilize the county adopted math series and provide supplemental math materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the A+ Team to track low performing students and subgroups in math.	6. Principal, Assistant Principal, A+ Team, Leadership Team, and	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP

	Classroom Teachers.	Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	report for 2010.
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in math include the: Blacks (46% made a level 3 or higher on the 2009 FCAT Math Assessment), the Economically Disadvantaged (65% made a level 3 or higher on the 2008 FCAT Math Assessment), and the Students With Disabilities (32% made a level 3 or higher on the 2008 FCAT Math Assessment). Overall 69% of our students scored a 3 or higher on the FCAT Math Assessment, and 62% of the lowest 25% made learning gains in math. Therefore, this goal focuses on improving Math for all subgroups in order to meet the 2009-2010 AYP goal of 74% or higher scoring Level 3 or above on the FCAT Math Assessment.</p>		<p>4. In 2009-10, the percentage of students in grades 3-5 in the Economically Disadvantaged subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 65% to 69% in safe harbor as reported by the AYP report.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights Elementary will use the reports from FASTT Math and SuccessMaker, as well as District Math Test Scores to track student progress.	1. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	1. Reports and test scores will be reviewed in grade level groups and with Curriculum Specialist to determine learning gains in math by all subgroups.	1. FASTT Math Reports, SuccessMaker Reports, District Math Tests, and FCAT Math Test scores.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	2. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.
3	3. Heights will utilize Resource Teachers to spend at least 60 minutes a day with low achieving students in math.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Resource Teachers, and Classroom Teachers.	3. Principal and Assistant Principal will conduct Classroom Walkthroughs and check lesson plans. Leadership Team will monitor Resource Teacher's schedules.	3. FASTT Math and SuccessMaker reports, FCAT Math Test, District Math Tests, and Classroom Walkthrough logs.
4	4. All Heights students will be provided with at least 60 minutes of uninterrupted math instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and lesson plans.

		Classroom Teachers.		
5	5. Heights will utilize the county adopted math series and provide supplemental math materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and lesson plans.
6	6. Heights will utilize the A+ Team to track low performing students and subgroups in math.	6. Principal, Assistant Principal, A+ Team, Leadership Team, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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<p>According to the 2008-2009 No Child Left Behind State Adequate Yearly Progress Report, Heights Elementary did not make Adequate Yearly Progress. Heights Elementary's subgroups that did not make adequate progress in math include the: Blacks (46% made a level 3 or higher on the 2009 FCAT Math Assessment), the Economically Disadvantaged (65% made a level 3 or higher on the 2008 FCAT Math Assessment), and the Students With Disabilities (32% made a level 3 or higher on the 2008 FCAT Math Assessment). Overall 69% of our students scored a 3 or higher on the FCAT Math Assessment, and 62% of the lowest 25% made learning gains in math. Therefore, this goal focuses on improving Math for all subgroups in order to meet the 2009-2010 AYP goal of 74% or higher scoring Level 3 or above on the FCAT Math Assessment.</p>	<p>5. In 2009-10, the percentage of students in grades 3-5 in the Students With Disabilities subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 32% to 39% in safe harbor as reported by the AYP report.</p>
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	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Heights Elementary will use the reports from FASTT Math and SuccessMaker, as well as District Math Test Scores to track student progress.	1. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers	1. Reports and test scores will be reviewed in grade level groups and with Curriculum Specialist to determine learning gains in math by all subgroups.	1. FASTT Math Reports, SuccessMaker Reports, District Math Tests, and FCAT Math Test scores.
2	2. Heights will continue to implement the International Baccalaureate, Primary Years Program.	2. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	2. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	2. Continued authorization visits from International Baccalaureate representatives.

3	3. Heights will utilize Resource Teachers to spend at least 60 minutes a day with low achieving students in math.	3. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Resource Teachers, and Classroom Teachers.	3. Principal and Assistant Principal will conduct Classroom Walkthroughs and check lesson plans. Leadership Team will monitor Resource Teacher's schedules.	3. FASTT Math and SuccessMaker reports, FCAT Math Test, District Math Tests, and Classroom Walkthrough logs.
4	4. All Heights Students With Disabilities will be provided with at least 90 minutes of uninterrupted math instruction per day.	4. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	4. Classroom walkthroughs will be conducted by the Principal and Assistant Principal, and lesson plans will be reviewed.	4. Classroom walkthrough logs and lesson plans.
5	5. Heights will utilize the county adopted math series and provide supplemental math materials and instruction as needed.	5. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Learning Resource Teacher, Reading Resource Teachers, and Classroom Teachers.	5. Classroom walkthroughs will be conducted by the Principal and Assistant Principal and lesson plans will be reviewed.	5. Classroom walkthrough logs and observations.
6	6. Heights will utilize the A+ Team to track low performing students and subgroups in math.	6. Principal, Assistant Principal, A+ Team, Leadership Team, and Classroom Teachers.	6. Review Comprehensive Needs Assessment created by the A+ Team and Learning Resource Teacher. Also review minutes from A+ Team meetings, along with data from Pinnacle Analytics.	6. Comprehensive Needs Assessment, A+ Team minutes, Standardized Test results, and the AYP report for 2010.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009-10, the percentage of students in grades 3-5 in the Total subgroup scoring in levels 3-5 on the FCAT Math Test will increase from 69% to 73% in safe harbor as reported by the AYP report.	SuccessMaker	Company Representative	August 2009	Reports are generated from this program that may be collected at any given time to monitor student progress	Principal, Assistant Principal, and Curriculum Specialist

Budget:

Evidence-based Program(s)/Material(s)

Description of Resources	Funding Source	Available
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		Amount
Scott Foresman Math Series	District	\$12,000.00
		Total: \$12,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Supplies-supplemental materils not in the Disrtict adopted math series	Title One	\$4,000.00
		Total: \$4,000.00
		Final Total: \$16,000.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:
 Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2009, 29% of students in Fifth G4rade achieved levels 3-5 on the FCAT Science test as reported by the School Grade Report.		1. In 2009, 29% of Fifth Grade Students scored in levles 3-5 on FCAT Science. In 2009-2010, Fifth Grade Students scoring in levels 3-5 will increase from 29% to 35% as reported by the School Grade Report to meet the benchmark set from comparable schools.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Provide real-world science experiences and engaging activities using Skitt Kits (Science Experiments) and other classroom experiments and data collection on science activities.	1. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers.	1. Baseline and Midyear tests will be given to monitor student progress. Also classroom tests from the county adopted Science Series will be given and monitored. Teacher observations during experiments will also be recorded.	1. Baseline tests, midyear tests, classroom tests from the Science Series and teacher observations.
2	2. Utilize the District adopted Science series.	2. Principal, Assistant Principal, Curriculum Specialist, and Classroom Teachers.	2. Chapter tests will be given and used to monitor student progress.	2. Chapter tests from the District Adopted Science series.

3	3. Heights will continue to implement the International Baccalaureate, Primary Years Program.	3. Principal, Assistant Principal, Leadership team, IB Coordinator, and Classroom Teachers.	3. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	3. Continued authorization visits from International Baccalaureate representatives.
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2009, 29% of Fifth Grade Students scored in levels 3-5 on FCAT Science. In 2009-2010, Fifth Grade Students scoring in levels 3-5 will increase from 29% to 35% as reported by the School Grade Report to meet the benchmark set from comparable schools.	Incorporating Science into our established reading, writing, and math programs	Gayle Baisch	September 2009	Lesson plans will be checked during classroom walkthroughs, and evidence of non-fiction reading will be looked for.	Principal, Assistant Principal, and Curriculum Specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Supplies-supplemental materials not covered in the District adopted Science series	Title One	\$4,000.00
Total: \$4,000.00		
Final Total: \$4,000.00		

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?
 What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In 2008-2009 at Heights Elementary, 94% of Fourth Grade Students scored a 3.5 or higher on the Florida Writes Assessment. Heights Elementary needs to maintain at least a 90% passing rate in order to use the Safe Harbor goals written by the school.		1. In 2009-2010 at Heights Elementary, 95% of Fourth Grade Students will score 3.5 or higher on the Florida Writes Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Each Fourth Grade Student will receive an extra 30 minutes of writing instruction per day until the day of the Florida Writes Test.	1. Principal, Assistant Principal, Leadership Team, Curriculum Specialist, Writing Specialist, and Classroom Teachers.	1. Principal and Assistant Principal will conduct classroom walkthroughs and examine lesson plans. Writing Specialist and Classroom Teachers will turn in their schedules for the Leadership Team to review.	1. Classroom Walkthrough logs, lesson plans, and schedules.
2	2. Heights Elementary, grades K-5, will participate in Heights Writes, which is a monthly writing prompt graded by other members on the grade level team. Classroom teachers grade each others student's writing.	2. Principal, Assistant Principal, Curriculum Specialist, Writing Specialist, and Classroom Teachers.	2. Writing prompts will be passed out monthly on the day of Heights Writes. The whole school will go into "Test Mode" and writing will be scored using a rubric for each grade level. Teachers will send these scores to the Curriculum Specialist for tracking and data purposes.	2. Writing prompts and rubrics.
3	3. Heights Elementary has a writing specialist on staff to work with all Fourth Grade Classes, and after the Florida Writes test, the Writing Specialist will work with Third Grade Classes.	3. Principal, Assistant Principal, Curriculum Specialist, Writing Specialist, and Classroom Teachers.	3. Student writings will be graded by the Writing Specialist, Classroom Teachers, and students themselves to see growth in writing.	3. Writing prompts and rubrics.
4	4. Heights will continue to implement the International Baccalaureate, Primary Years Program.	4. Principal, Assistant Principal, Leadership Team, IB Coordinator, Curriculum Specialist, and Classroom Teachers.	4. IB Coordinator, Principal, Assistant Principal, Leadership Team, and Classroom Teachers meet bi-monthly to discuss International Baccalaureate Program policies and procedures.	4. Continued authorization visits from International Baccalaureate representatives.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

. In 2009-2010 at Heights Elementary, 95% of Fourth Grade Students will score 3.5 or higher on the Florida Writes Assessment.	Writing Standards	Lucia Nastasi	August 2009 and ongoing	Monthly writing prompts will be scored by rubrics at all grade levels, and scores will be collected by Curriculum Specialist. These will be assessed to provide further writing instruction as needed.	Principal, Assistant Principal, and Curriculum Specialist
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Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Adobe design and photo shop	Title One	\$6,000.00
		Total: \$6,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Supplies-paper, journals, etc.	Title One	\$5,000.00
		Total: \$5,000.00
		Final Total: \$11,000.00

End of Science Goal

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
In 2008-2009 35% of parents (guardians) of Heights students attended school based parent trainings and activities.	In 2008-2009 35% of Heights students were represented by parents (guardians) at school based parents trainings and activities. In 2009-2010, 38% of Heights students will be represented by a parent (guardian) in school based parent trainings and activities, as calculated by sign in sheets from all trainings

				and activities.
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Offer Love and Logic Discipline training for parents (guardians).	1. Principal, Assistant Principal, Parent Involvement Specialist, and Classroom Teachers.	1. Parents (guardians) will be given the opportunity to learn about Love and Logic Discipline at weekly meetings held at school. Suggestions will be given and practiced at these meetings.	1. Sign in sheets and parent (guardian) survey after the course is completed.
2	2. Offer academic activities for parents (guardians) and students after school at varied times throughout the year.	2. Principal, Assistant Principal, Curriculum Specialist, IB Coordinator, Parent Involvement Specialist, and Classroom Teachers.	2. Academic evenings will be developed and planned at different times to accommodate parents (guardians) work schedules. Families will be given information and sometimes materials to help them guide their child's academic success.1	2. Sign in sheets and parent (guardian) surveys.
3	3. Parent (guardian) orientation of the International Baccalaureate, Primary Years Program.	3. Principal, Assistant Principal, IB Coordinator, Parent Involvement Specialist, Curriculum Specialist, and Classroom Teachers.	3. Parents (guardians) will be given information about the IB Program at Open Houses and Curriculum Nights.	3. Sign in sheets and parent (guardian) surveys.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In 2008-2009 35% of Heights students were represented by parents (guardians) at school based parents trainings and activities. In 2009-2010, 38% of Heights students will be represented by a parent (guardian) in school based parent trainings and activities, as calculated by sign in sheets from all trainings and activities.	Love and Logic Training for parents.	Christina Johnson and Alexis Pyszka	October 2009	Ongoing support through Mrs. Johnson and Mrs. Pyszka.	Principal, Assistant Principal, Parent Involvement Specialist, and Title One Facilitator.
In 2008-2009 35% of Heights students were represented by parents (guardians) at school based parents trainings and activities. In 2009-2010, 38% of Heights students will be represented by a parent (guardian) in	Academic Parent/Family nights and afternoons	Curriculum Specialist, Learning Resource Teacher, and IB	One academic family night or afternoon activity to be held once a month	Ongoing support to be provided to parents by Parent Involvement Specialist, Curriculum Specialist, IB Coordinator,	Principal and Assistant Principal

school based parent trainings and activities, as calculated by sign in sheets from all trainings and activities.	Coordinator	during the school year.	Learning Resource Teacher, and Title One Facilitator.
Budget:			
Evidence-based Program(s)/Material(s)			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Technology			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Professional Development			
Description of Resources	Funding Source	Available Amount	
No Data	No Data	\$0.00	
			Total: \$0.00
Other			
Description of Resources	Funding Source	Available Amount	
Supplies for Parent/Family Academic nights and afternoons	Title One	\$4,000.00	
			Total: \$4,000.00
			Final Total: \$4,000.00
<i>End of Parent Involvement Goal</i>			

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Macmillan/McGraw-Hill Reading textbooks and workbooks	District	\$15,000.00
Mathematics	Scott Foresman Math Series	District	\$12,000.00
			Total: \$27,000.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Adobe design and photo shop	Title One	\$6,000.00
			Total: \$6,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	International Baccalaureate, Primary Years Program Level I and II training for teachers	Title II	\$15,000.00
			Total: \$15,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Supplies-supplemental materials not included in District adopted reading series	Title One	\$5,000.00
Mathematics	Supplies-supplemental materials not in the District adopted math series	Title One	\$4,000.00
Writing	Supplies-paper, journals, etc.	Title One	\$5,000.00
Science	Supplies-supplemental materials not covered in the District adopted Science series	Title One	\$4,000.00
Parental Involvement	Supplies for Parent/Family Academic nights and afternoons	Title One	\$4,000.00
			Total: \$22,000.00
			Final Total: \$70,000.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
None available	0

Describe the Activities of the School Advisory Council for the Upcoming Year

To discuss and recommend activities and functions to help make Heights Elementary a stronger International Baccalaureate World School. To discuss and approve School Improvement goals and to assist the school in achieving those goals wherever possible.

SAC Members

Members

- 1) Diane Salko, Principal
- 2) Christine Music, SAC Chair
- 3) Dorothy Lytle, Teacher
- 4) Rosanne Joyce, Teacher
- 5) Blanca Acosta, Business Member
- 6) Vanessa Sax, Parent
- 7) Debbie Wilkerwicz, Parent
- 8) Katherina Jackson, Parent
- 9) Julio Forbes, Parent
- 10) Blanche Nicholson, Community Member
- 11) Cheri Mack, School Support Personnel
- 12) Juan Vasquez, School Support Personnel

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Lee HEIGHTS ELEMENTARY SCHOOL 0421											
Number of students enrolled in the grades tested:														Read: 338		2008-2009		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group														Math: 338											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows t of students "on track to be proficient used to de AYP via the growth i					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading in r	% o stud on t to b prof in r	
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009		Y/N	2008		2009	Y/N			2009
TOTAL ⁴	100	Y	100	Y	69	Y	69	Y	90	94	Y			NA	34	31	NA	40	31	NA	72	NA	73		
WHITE	100	Y	100	Y	80	Y	79	Y			Y			NA	21	20	NA	22	21	NA	81	NA	82		
BLACK	100	Y	100	Y	56	N	46	N			NA			NA	53	44	Y	61	54	Y	61	NA	61		
HISPANIC	100	Y	100	Y	64	N	72	Y			NA			NA	39	36	N	49	28	NA	69	Y	72		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	65	N	90	93	Y			NA	40	35	NA	48	35	Y	69	NA	70		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y	32	N	32	N			NA			NA	76	68	Y	71	68	N	38	NA	42		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Lee HEIGHTS ELEMENTARY SCHOOL 0421											
Number of students enrolled in the grades tested:														Read: 268		2007-2008		School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group														Math: 268											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows t of students "on track to be proficient used to de AYP via the growth i					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading in r	% o stud on t to b prof in r	
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008		Y/N	2007		2008	Y/N			2008
TOTAL ⁴	100	Y	100	Y	66	Y	60	N	93	90	Y			NA	42	34	NA	40	40	N	71	NA	66		
WHITE	99	Y	99	Y	79	Y	78	Y			NA			NA	20	21	NA	23	22	NA	74	NA	79		
BLACK	100	Y	100	Y	47	N	39	N			NA			NA	65	53	Y	69	61	Y	56	NA	52		
HISPANIC	100	Y	100	Y	61	Y	51	N			NA			NA	52	39	NA	47	49	N	74	NA	61		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	99	Y	100	Y	60	Y	52	N	89	90	Y			NA	53	40	NA	52	48	N	68	NA	61		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA			NA			NA			NA			NA					
STUDENTS WITH DISABILITIES	98	Y	99	Y	24	N	29	N			NA			NA	70	76	N	67	71	N	48	N	42		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Lee HEIGHTS ELEMENTARY SCHOOL 0421											
Number of students enrolled in the grades tested:														Read: 276		2006-2007		School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO	
Click here to see Number of students in each group														Math: 276											
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows t of students "on track to be proficient used to de AYP via the growth i					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading in r	% o stud on t to b prof in r	
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007		Y/N	2006		2007	Y/N			2007
TOTAL ⁴	100	Y	100	Y	58	Y	60	Y	86	93	Y			NA	49	44	NA	46	40	NA	56	NA	67		
WHITE	100	Y	100	Y	80	Y	77	Y			Y			NA	30	23	NA	29	23	NA	77	NA	79		
BLACK	100	Y	100	Y	35	N	31	N			NA			NA	53	63	N	61	69	N	32	N	40		
HISPANIC	100	Y	100	Y	48	N	53	N	76		NA			NA	63	55	Y	55	47	Y	48	NA	66		
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	47	N	48	N	81	89	Y			NA	56	57	N	56	52	N	46	N	61		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	28	N	33	N			NA			NA	80	76	N	75	67	Y		NA			
STUDENTS WITH DISABILITIES	99	Y	100	Y	30	N	33	N			NA			NA	79	67	Y	67	67	N	30	NA	50		

SCHOOL GRADE DATA

Lee School District HEIGHTS ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	80%	94%	29%	283	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	65%	69%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	62% (YES)			120	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					537	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Lee School District HEIGHTS ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	70%	93%	49%	292	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	69%			141	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	69% (YES)	69% (YES)			138	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					571	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Lee School District HEIGHTS ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	69%	91%	36%	264	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	68%			126	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	51% (YES)	73% (YES)			124	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					514	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested