



2016-2017

School Improvement Plan One Page Summary

School Name: Highfalls Elementary School

Principal: Dyan C. Pope

School Improvement Chairperson: Christy Parsons

Three measurable points of pride:

- Highfalls Elementary School Met Growth with an index of -0.66. Proficiency was with a Grade Level of a C (68) which was only 2 points from a level B
- GLP for 2015-2016 is 62.2% in Reading and 62.2% in Math
- BOY for 2016-2017 school year mCLASS data shows 64 out of 79 students being on grade level with reading proficiency

Goals to improve our school in the coming year:

- Increase Literacy Grade Level Proficiency by 5% from 62.2% to 72.2%.
- Increase Math Grade Level Proficiency by 5% from 62.2% to 72.2%.
- By June 2018 Highfalls Elementary School's Stakeholders survey results will indicate that 90% agree that a priority is physical, emotional, and academic safety for all students.

Key Strategies to continuously improve and accomplish goals:

- Increase teacher Capacity with Core Instruction
- PBIS Matrix with PBIS on-line Merit System with Parent Access
- Parent Informational Nights to Educate Parents on Academic and Emotional Issues

Board of Education and community members can assist us in reaching our goals by:

- Advocate for Instructional Assistants in the Primary Grades so that they are available so that differentiation can continue to take place to meet the personalized educational needs of the students.
- Continue to spotlight the positive stories that schools tell about vision and mission and experience the School's Story by 'Walking' in a teacher's and/or students shoes for a day!

SCHOOL IMPROVEMENT PLAN

School Name	Highfalls Elementary School	School Number	328
School Address	1220 NC Hwy 22, Bennett, NC 27208		
Principal	Dyan C. Pope		
District Name/State Local Education Agency (LEA) Number	Moore County Schools (630)		
Date of Initial School Staff Vote of Approval	12-Sep-16		
Date of Last Review/Update	9/5/2016		
Principal Signature	_____ (Signature On File)		
Board of Education Authority Signature	_____ (Signature On File)		

School Vision and Mission Statement

Vision
 We believe that the most promising strategy for achieving the mission of Highfalls Elementary School is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Work in collaborative teams;
- Teach essential objectives daily;
- Monitor student growth and learning;
- Provide swift intervention when students are not learning; and
- Demonstrate a personal commitment to academics and developing positive character traits in students.

Mission Statement
 The Highfalls Elementary School family will provide a safe, nurturing environment where continual growth in academics and character is ensured for every student.

District and State Goal Alignment

- Moore County Schools Key Indicator of Success - 1) Learning Pathway**
Supports State Board of Education Goal: North Carolina public schools will produce globally competitive students.
- Moore County Schools Key Indicator of Success - 2) Community**
Supports State Board of Education Goal: Leadership will guide innovation in North Carolina public schools.
- Moore County Schools Key Indicator of Success - 3) Culture Pathway**
Supports State Board of Education Goal: North Carolina Public School students will be healthy and responsible.
- Moore County Schools Key Indicator of Success - 4) Leadership Pathway**
Supports State Board of Education Goal: North Carolina public schools will be led by 21st Century professionals.
Supports State Board of Education Goal: North Carolina public schools will be governed and supported by 21st Century systems.

School Improvement Team Membership	Name	Date Elected via Secret Ballot	Term (EX: 2016-17 and 2017-18)
Principal	Dyan C. Pope	NA	
Parent Representative	Tammy Matthews		
Parent Representative	Glenda Garner		
Parent Representative	Cheyenne Beasley	N/A	
Guidance Counselor	Christy Parsons	N/A	
Assistant Principal	Christine Laurita	N/A	
Grade K-2 Representative	Mandy Nall	Sept. 2015	
Grade 3-5 Representative	Meredith Pfeifer	Sept. 2014	
Grade 6-8 Representative	Chelsea Beyer	Sept. 2014	
Classified Representative	Darlene Newton	Sept. 2014	
Elective Representative	Susan Paschal	9/6/2016	
TAC Representative	Traci Maness	Sept. 2014	
TAC Representative	April Lee	Sept. 2014	

TAC Representative	Sarah Holden	Sept. 2014	
Instructional Coach	Shelia Blue		
School Improvement Plans are developed in accordance with NC General Statute 115C-105.27.			

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

1. What does an analysis of your school data and/or a comprehensive needs assessment tell you about the school's strengths?

Highfalls Elementary School "met growth" in accordance with EVAAS School-Wide Accountability Program with a 0.66 index for the 2015-2016 school year. As one of the three feeder schools into North Moore High School Highfalls Elementary School contributes to the current 91% graduation rate. Our school's NC School Performance Grade is "C" (score 68). Moore County School System's Ready Review Data shows 8 out of 8 subgroups being met (100%). The EOG GLP composite for 2015-2016 is 66.3% with Math at 62.2%, Reading 62.2%, Science 85.1%, and Math I >95.

2. What does the data analysis and/or comprehensive needs assessment tell you about the school's gaps or opportunities for improvement?

2016-2017 EOY Assessment Date Shows:

Reading GLP 62.2%.

*Level 1 is 16.1%

*Level 2 is 21.8%

Reading GLP gap between Students w/ Disabilities and the General Student Population is -44.3

Reading GLP gap between Economically Disadvantaged Students and the General Student Population is -43.7

Reading GLP gap between Hispanic Students and the General Student Population is -25.8

Reading CCR 47.7%

*Grade 5 Cohort has <5 students performing at Level 5

*Grade 7 Cohort has 8.3% students performing at Level 5

Grade K teachers report that 98% of students in Grade K registered with significant deficits in foundational pre-school reading / social skills.

Math GLP 62.2%

SUMMARY OF SCHOOL DATA ANALYSIS AND/OR COMPREHENSIVE NEEDS ASSESSMENT

3. What data is missing, and how will you go about collecting this information for future use?

Data for PBIS celebrations with indicators for students not meeting requirements needs to be analyzed to see if there is a correlation with behavior and academic needs. Educator's handbook and the PBIS Rewards Electronic System will be utilized this year to capture the data. Growth status for students in Tier II and Tier III; MTSS PLCs will take place to capture, analyze, and plot data of at-risk students according to Tier II and Tier III interventions.

Priority Area 1:

Literacy

Priority Area 2:

Math

Priority Area 3:

School Culture

Priority Area 4:

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Literacy
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By June 2018 Highfalls Elementary School will increase Grade Level Proficiency on the NC End Of Grade Assessment in ELA by 10% from 62.2% to 72.2%.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017 Highfalls Elementary School will increase Grade Level Proficiency on the NC End of Grade Assessment in ELA by 5% from 62.2% to 67.2%.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Teachers will enhance the Literacy Core Framework in Grades K-5 and Grades 6-8 with teaching strategies that are strategically designed that incorporates 21st Century Learning Skills, differentiation, and cultural awareness.

Action Steps to Implement Improvement Strategy

- 1) Teachers in K-5 will design 90 minute Literacy Blocks incorporating the Balanced Literacy Framework with Guided Reading that includes the Five Domains of Reading: Fluency, Phonemic Awareness, Comprehension, Phonics, and Vocabulary
- 2) Teachers in Grades 6-8 will design ELA with the Implementation of targeted text complexity with Webb's Depth of Knowledge correlated with New Bloom's Taxonomy within Cloze Reading Passages, Novel Studies, and Integrated Units
- 3) Teachers in Grades K-1 will implement phonics program "Letter Land" into the Literacy Framework
- 4) All Teachers will design lessons with 4 SIOP components of building background knowledge, comprehensible input, Strategies; Interaction
- 5) Highfalls Elementary School will implement a Multi-Tiered Support System (MTSS) for at risk learners Identifying students as Tiers 2 (strategic) and Tier 3 Intensive. Teachers will differentiate and provide classroom level interventions as needed. The MTSS team will provide research based interventions and with jointly with teacher / support staff monitor at risk kids during monthly Tier 2 / Tier 3 PLCs.
- 6) Administration will conduct PLC Tier I and Tier II PLCs with feedback from daily walk-thrus and on-line data charts.
- 7) Highfalls Elementary School will implement a Multi-Tiered System (MTSS) for at risk learners. Teachers will plan and teach core instruction with targeted standard outcomes with Common Core Standards and MCS Pacing Guide Curriculum. Teachers will differentiate and provide classroom level interventions as needed. The MTSS team will provide research based interventions and strategies to the teacher to assist with lesson planning. Teachers will progress monitor at risk kids according to the NC guidelines and report data to monthly Tier 1 and/or Tier II PLCs.
- 8) Teachers will develop and write differentiated Professional Growth Plans (PDPs) that align with the Standards and Elements of the Teacher Evaluation Instrument that support the Literacy Growth Goal.
- 9) Teachers will use School Net and Bench Mark assessments to collect formative data that will drive instruction, remediation, and acceleration.

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

10) Professional Development for Guiding Reading Grades K-5

11) Professional Development on the four components of SLOP with Livebinder Activities and Follow-Up

12) MTSS Team Training with Tier 1, 2, and 3 expectations

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Parent Information Nights that incorporate curriculum tidbits, student led conferences, and strategic reading nights.

14) Tools for Reading Success: Teachers will communicate to parents learning goals and tools to assist parents at home with reading strategies.

15) Parents will receive frequent communication from classroom teachers including progress reports, report cards, and assessment data.

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Research Based LLI with Reading Intervention Instructional Assistant and/ or Classroom Teacher Assistants and/or Instructional Coach

Action Steps to Implement Improvement Strategy

1) Collaboration will take place to identify Tier III students in Grades K-3 and a schedule will be implemented for the students to receive 45 minutes of LLI a day outside of Core Instruction. On-going collaboration will take place to monitor students with specific data charting and planning/adjustments made during monthly Tier III PLC.

2) Collaboration will take place to identify Tier II students in Grades K-3 and schedules will be implemented for students to receive 30 minutes of LLI a day during EXCEL time with classroom Teacher Assistants in Grades K-1

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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

10) Professional Development for Reading Intervention Instruction with LLI for Instructional Assistants, MTSS Support Framework, and SIOP Components.

11) Monthly Tier II and Tier III PLCs to be held on the third Thursday of the month by administration.

12) Monthly Staff Meetings: Fourth Monday Vertical Teaming with Standard Alignments, Data Analysis, and Strategy Sharing.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Weekly communication with parents from LLI Reading Intervention Instructional Assistant with Goals, time-lines, etc.

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PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

The master schedule will include an EXCEL period that will be utilized to provide personalized instruction to support remediation and/or acceleration for students based on their academic needs and/or goals.

Action Steps to Implement Improvement Strategy

- 1) Core Class Room teachers will conduct baseline assessments with on-line learning tool Moby Max during the first two weeks of school to analyze present level of understanding in grade level reading skills.
- 2) All Students will have access to on-line personalized modules for reading during EXCEL period 2 days one week and 3 days the second week with assigned EXCEL teacher facilitating learning.
- 3) Students with IEPs and AIG plans will be supported during EXCEL period to enhance their goal completions without losing core instruction time.
- 4) Teachers will utilized formative data from on-line statistical data to drive instruction within core instruction to meet the needs of all students.
- 5) Data from on-line modules will be analyzed to set goals for all students to monitor student growth in relation to growth projections from EVAAS.

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- 7)
- 8)
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Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) On-Line Support Webinars with Moby-Max Implementation
- 11) Data Analysis Talks during monthly staff meetings and formative goal setting sessions.
- 12) Reflection of EVAAS with targeted indicators in relation to schools growth status and teachers Professional Growth Plans.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Information Night with Moby-Max Parent Tips for At-Home Access
- 5) Communication to parents regarding students goal setting and accomplished goals with personalized modules.
- 6)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Reading 3D (Dibles, TRC) data in grades K-3 and as appropriate for students in grades 4;5. District Benchmarks. Teacher designed common assessments with School-Net. SRI Levels. Reading Counts Data. Data Analysis Reports from Moby-Max. End of Grade Level Proficiency reported by the State of North Carolina.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Highfalls Elementary School's goal is to be above the district average on Bench Mark Assessments in Grades 3-8 while showing data analysis growth with quarterly Personalized Learning goals. Our goal is to meet all BOY, MOY, and EOY target goals for DIBELS; TRC; and SRI assessments. The exceptional children's program will meet their individualized goals for each student per the IEP and EVASS growth projections will be charted and met per child.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2017-18 (Based on results evidenced December through February, how/should strategies be changed?)

(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 1 AND ASSOCIATED STRATEGIES

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

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Review 2 - 2016-17 (Based on results evidenced December through February, should/how strategies be changed?)

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Review 3 - 2016-17 (Based on results evidenced March through June, should/how strategies be changed?)

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Review 1 - 2017-18 (Based on results evidenced August through November, should/how strategies be changed?)

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Review 2 - 2017-18 (Based on results evidenced December through February, should/how strategies be changed?)

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	Math
*SMART Goal * S pecific, M easurable, A ttainable, R esults-Oriented, T imebound	By June 2018 Highfalls Elementary School will increase Grade Level Proficiency on the NC End Of Grade Assessment in Math by 10% from 62.2% to 72.2%.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017 Highfalls Elementary School will increase Grade Level Proficiency on the NC End of Grade Assessment in Math by 5% from 62.2% to 67.2%.
MCS Growing to Greatness 2.0	Key Indicators of Success - Learning Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Teachers will increase rigor during math core instruction with teaching strategies that are strategically designed to incorporate 21st Century Learning Skills, differentiation, and multi-step problem solving.

Action Steps to Implement Improvement Strategy

- 1) Teachers in K-5 will design 90 minute math blocks that incorporate the math framework with New York Engage Modules.
- 2) All teachers will design lessons with 4 SIOP components of building background knowledge, comprehensible input, strategies, and interaction.
- 3) Highfalls Elementary School will implement a Multi-Tier Support System (MTSS) for at risk learners identifying students as Tier 2 (strategic) and Tier 3 Intensive. Teachers will differentiate and provide classroom level interventions as needed. The MTSS team will provide research based interventions and will meet jointly with teachers / support staff to monitor at risk kids during monthly Tier 2 / Tier 3 PLCs.
- 4) Teachers will develop and write differentiated Professional Growth Plans (PDPs) that align with the Standards and Elements of the Teacher Evaluation Instrument that supports the Math Growth Goal.
- 5) Administration will conduct PLC Tier II and Tier III PLCs with feedback from daily walk-thrus and on-line data charts.
- 6) Exceptional Education teachers will supplement math instruction with Number Worlds
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Professional development for Engage New York Modules

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

11) Professional Development on the four components of SIOP with Livebinder Activities and Follow-up

12) MTSS Team training with Tier 1, 2, and 3 expectations.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Parent Information Nights that incorporate curriculum expectations, student led conferences, and strategic math strategies.

14) Tools for Math Success: Teachers will communicate to parents learning goals and tools to assist parents with math understanding

15) Parents will receive frequent communication from classroom teachers including progress reports, report cards, and assessment data.

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

The master schedule will include an EXCEL period that will be utilized to provide personalized instruction to support remediation and/or acceleration for students based on their academic needs and/or goals.

Action Steps to Implement Improvement Strategy

- 1) Core classroom teachers will conduct baseline assessments with the on-line learning tool Moby Max during the first two weeks of school to analyze present level of understanding in grade level math skills.
- 2) All students will have access to on-line personalized modules for math during EXCEL period 2 days one week and 3 days the second week with assigned EXCEL teacher facilitation learning.
- 3) Students with IEPs and AIG plans will be supported during EXCEL period to enhance their goal completions without losing core instructional time.
- 4) Teachers will utilize formative data from on-line statistical data to drive instruction within core instruction to meet the needs of all students.
- 5) Data from on-line modules will be analyzed to set goals for all students to monitor s
- 6) Number Worlds will be used by Exceptional Education Teachers to supplement core math instruction.
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) On-Line Support Webinars with Moby-Max Implementation
- 11) Data Analysis Talks during monthly staff meetings and formative goal setting sessions
- 12) Reflection of EVAAS with targeted indicators in relation to schools growth status and teachers Professional Growth Plans.

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Information Night with Moby-Max Parent Tips for At-Home Access
- 14) Communication to parents regarding students goal setting and accomplished goals with personalized modules.
- 15) Math Parent Information Night

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Designed classroom instruction from grade level vertical alignment strategies

Action Steps to Implement Improvement Strategy

- 1) Vertical Alignment Planning Days; Core Teachers Grades K-5; One per 9 weeks
- 2)
- 3)
- 4)
- 5)
- 6)
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) Vertical Aligned Curriculum Mapping
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13)
- 14)
- 15)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

District Benchmarks. Teacher designed common assessments with School-Net. Data Analysis Reports from Moby-Max. End of Grade Level Proficiency reported by the State of North Carolina. Agendas and Curriculum mapping with vertical alignment across grade levels.

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Highfalls Elementary School's goal is to be above the district average on Bench Mark Assessments in Grades 3-8 while showing data analysis growth with quarterly Personalized Learning goals. Our goal is to meet all BOY, MOY, and EOY target goals for DIBELS; TRC; and SRI assessments. The exceptional children's program will meet their individualized goals for each student per the IEP and EVASS growth projections will be charted and met per child.

What does the data/evidence show regarding the results of the implemented strategies?

Review 1 - 2016-17 (Based on results evidenced August through November, how/should strategies be changed?)

Review 2 - 2016-17 (Based on results evidenced December through February, how/should strategies be changed?)

Review 3 - 2016-17 (Based on results evidenced end-of-year results, how/should strategies be changed?)

Review 1 - 2017-18 (Based on results evidenced August through November, how/should strategies be changed?)

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 2 AND ASSOCIATED STRATEGIES

ACT: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Based upon identified results, should/how should strategies be changed?

Review 1 - 2016-17 (Based on results evidenced August through November, should/how strategies be changed?)

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(New SIP will be developed based on end of year results to begin the next two year planning cycle.)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

PLAN: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

Priority Area 1	School Culture
*SMART Goal <i>*Specific, Measurable, Attainable, Results-Oriented, Timebound</i>	By June 2018 Highfalls Elementary School's Stakeholders survey results will indicate that 90% agree that a priority is physical, emotional, and academic safety for all students.
Target Goal for 2016-17 (What goal must be reached to be on target to meet SMART goal?)	By June 2017 Highfalls Elementary School's Stakeholders survey results will indicate that 85% agree that a priority is physical, emotional, and academic safety for all students.
MCS Growing to Greatness 2.0	Key Indicators of Success - Culture Pathway

DO: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

IMPROVEMENT STRATEGY #1

Highfalls Elementary School will continue to build connections between students, staff, parents, and communities.

Action Steps to Implement Improvement Strategy

- 1) Provide Grade K orientation and Grade 5 transition night to inform parents and acclimate students with curriculum expectations and technology standards.
- 2) Schedule varied dates / times for family / community events / activities.
- 3) Highfalls Elementary School will facilitate an updated Facebook page with events and celebrations.
- 4) Highfalls Elementary School will send home a monthly newsletter with upcoming dates and/or celebrations.
- 5) Parent Organizations will consist of Highfalls Booster Club and Parent Teacher Association wo will communicate events through updated Facebook pages.
- 6) School Improvement Team Elections with Parental Involvement
- 7) Highfalls Elementary School will host 4 Parent Information Nights emphasizing Literacy, Math, Science, and Cultural Arts.
- 8)
- 9)

Action Steps to Implement Associated Professional Development

- Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.
- 10) Quarterly articles discussed by staff regarding promoting community/parental relationships
 - 11)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

13) Information Nights and Handouts of effective avenues of parental involvement

14)

15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #2

Highfalls Elementary School will serve as a PBIS School.

Action Steps to Implement Improvement Strategy

- 1) School Wide Matrix
- 2) On-Lin PBIS Rewards Program
- 3) Teacher Led PBIS Team
- 4) Quarterly Celebrations for PBIS Merits
- 5) Classroom teaches will offer PBIS rewards in classroom every 4 weeks that offset the quarterly celebrations
- 6) Project Wisdom
- 7)
- 8)
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) PBIS Rewards Webinar
- 11) Project Wisdom Modules
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) PBIS Parent Informational Night and Podcast
- 14)
- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

IMPROVEMENT STRATEGY #3

Highfalls Elementary School will provide leadership opportunities for students.

Action Steps to Implement Improvement Strategy

- 1) Jr. Beta Club (Grades 7 & 8)
- 2) Random Acts of Kindness Club (Grades 6, 7, & 8)
- 3) School-Wide "Feed the Hunger" Campaign
- 4) Battle of Books Team (both elementary and middle)
- 5) Middles School Robotics Club
- 6) Elementary School Robotics Club
- 7) Bridge Building Team
- 8) Student Advisory Council
- 9)

Action Steps to Implement Associated Professional Development

Identify associated professional development courses/activities, participants, providers, and the dates activities will begin and end.

- 10) PD with school site DIF on Robotics
- 11)
- 12)

Action Steps to Implement Associated Parental Involvement

Identify parental involvement activities, providers, and the dates activities will begin and end.

- 13) Notification of Events
- 14) Volunteer opportunities with Leadership Events
- 15)

PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

CHECK: School Improvement Plans are developed based on data analyses and/or comprehensive needs assessments (PLAN), to implement solutions (DO), to understand the results or impact (CHECK) and to make adjustments based upon the outcomes of the strategy implementation (ACT).

What data will be used to determine whether the improvement strategies were deployed with fidelity?

Sign in attendance forms from Parent Information Nights, Parent Organization Meetings, Agenda, Survey Data, PBIS Fidelity Audits, Club participation numbers, Community Service Projects, PBIS Participation Percentages, Feedback Surveys

How will you determine whether the strategies led to progress toward the SMART goal? (Include formative, benchmark and summative data as appropriate.)

Establish a baseline of participation and monitor its stability. Active memberships throughout year.

What does the data/evidence show regarding the results of the implemented strategies?

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PRIORITY AREA 3 AND ASSOCIATED STRATEGIES

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