

Hardee County Schools

Hilltop Elementary School



2015-16 School Improvement Plan

Hilltop Elementary School

2401 US HIGHWAY 17 N, Wauchula, FL 33873

www.hardee.k12.fl.us/hilltop_elementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	86%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	A	A	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Hardee County School Board on 12/10/2015.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Building learning partnerships with home, school, and community to ensure personal and academic excellence.

Provide the school's vision statement

The vision Of Hilltop Elementary School is to create Pride among students and staff by being Positive, Respectful, Independent and Dedicated learners through high Expectations.

School Environment

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

1. School questionnaires help our staff and school learn more about students and their culture. Parent/teacher conferences are one of the most effective means of building relationships not only with our students, but their families as well. Parent nights and special events such as our Fall Festival, give families and staff an opportunity to build relationships as well!

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

Hilltop has a staff that is dedicated to ensuring the safety of our students. The facility has secure gates during school hours that keep intruders out as well as allow our students to move around our campus as needed without fear. In the mornings, we have teachers and paras posted throughout the campus to assist students that may need help as we monitor hallways in an effort to keep everyone safe. Likewise, in the afternoons, teachers and paras are on duty to ensure student safety no matter how they are traveling home. At the car pick-up area, staff open the doors, seek out students that have not heard their name called, and encourage students to walk to their vehicles. Interactions with our students are positive and students are always encouraged to do their best throughout the day. Further, the school creates a safe environment by utilizing the Positive Behavior Support model for all students. Positive behavior is encouraged throughout the school. A safe environment is maintained by requiring all visitors to sign in at the front office. Additionally, the school is adamant about the "No Bullying" policy that is adhered to in each area of the school.

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

Classroom teachers have behavior plans in place. Teachers follow the behavioral plan established for their rooms. If a student is still not having success in the classroom, contact is made with the parent and afterwards, with administration if necessary. Administrators meet with teachers regarding any referral that is written and teachers show a record of their work with the student in an effort to correct a situation. Administrators then make contact with parents and follow through with any disciplinary decision that was made.

The school wide behavior system that aids in minimizing distractions to keep students engaged

includes communicating clear behavior expectations. Students at Hilltop know that they are expected to demonstrate PRIDE, which is an acronym for being P-Positive, R- Respectful, I-Independent learners, D-Dedicated, E- having high Expectations. At the end of each nine weeks, teachers choose two students from their class, whom have best demonstrated PRIDE. This award is something that students look forward to, and strive to obtain.

School wide procedures also include:

- o Be Positive
 - o Be Prepared
 - o Be Productive
 - o Be Polite
 - o Be Prompt
- “Be the Lion’s Pride”.

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

Within our classrooms, we may have a student that needs extra support academically, behaviorally, or emotionally. Teachers use many resources to help individual student needs. For academic and behavioral concerns, students are monitored and worked closely with through the Rtl process. If a student is experiencing emotional problems, students may receive counseling through our school psychologist or through our guidance counselor. We also use peer mentors within our classrooms to help build confidence in students that tend to be shy or uncertain.

Students are provided free breakfast, if they are interested. In addition, certain identified students are provided with backpacks containing food items to take care of them for the weekend.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Schedule school events at a time convenient for most parents in order to attract a larger turn out. Parent PowerPoint presentations will be translated for non-English speaking parents. If handouts are given during conferences or grade-level parent events (i.e. Orientation and Data nights), a translated copy will be provided for non-English speaking parents. Every parent/teacher meeting will be provided with a translator for non-English speaking parents. All school notices will be translated into Spanish; this includes all teachers memos as well.

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

To help build resources and support for our school from our community, we share project ideas with local businesses in an effort to get financial support. We have a business partner that helps with rewards for student achievements. We also share information with the local paper of current events and positive things happening at Hilltop. Kindergarten teachers work closely with local daycares to ensure students are prepared for their first year of school. Teachers take opportunities to apply for funding through a variety grants. Behavioral rewards, classroom libraries, as well as units to be taught in the classroom are some examples of how our teachers gain more support and in turn increase student achievement.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Mosley, Sheryl	Assistant Principal
Jaquez, Elizabeth	
DeAnda, Lisa	Teacher, K-12

Duties

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

The team will meet bi-weekly to engage in the following activities: Review FAIR screening data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations; meet with the classroom teacher and parents to develop intervention plans for students; review monitoring data and intervention strategies for success.

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

Baseline data: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment, Performance Matters, Beginning of Year assessments (K-2)

Title I, Part A

Supplementary academic services are provided through after-school or summer school programs, an academic intervention resource teacher, and technology resources. Title I Part A, Title II, and the District collaborate in providing professional development, and funding Literacy Coaches. The District Data Coach and the Director of Student Academic Services/Assessment will also assist the school in the coordination of efforts to best serve the students of Hilltop Elementary School.

Title I, Part C- Migrant

The Migrant Coordinator and Migrant Advocate collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the overall educational experience.

Title II

These funds provide Professional Development for teachers, substitutes for release time for teachers, consultant travel, Professional Development stipends, extra duty for the Literacy Coach, and mentoring bonuses. Additionally, incentive bonuses for high performing administrators are funded by Title II. The District Director of Curriculum will also assist in providing guidance and support with the Professional Development process.

Title III

The District Data Coach and school site Literacy Coach will present Professional Development that addresses the unique needs of ELL/Migrant students.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funding pays for at least one teacher at each school to teach a remedial course (could be pull-out services), as well as extra-duty funding for teachers to teach summer school.

Violence Prevention Programs

N/A

Nutrition Programs

The School Breakfast Program offers a nutritious breakfast for full pay students, as well as those participating in the free/reduced meal program. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition.

The National School Lunch Program provides a nutritious lunch for both full-pay and free/reduced students. Healthy food supports academic achievement by providing the necessary nutrients to student growth and development.

The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

Housing Programs

N/A

Head Start

Hilltop Elementary School provides assistance to locally Federally funded day care facilities by providing transition days. Kindergarten Round-Up is held each spring to provide information to the parents of children who will be entering kindergarten the following school year. Kindergarten teachers visit local day care facilities to inform parents of expectations at Hilltop Elementary School. These activities all help to ease the transition to school.

Adult Education

The District's Adult and Community Education Program provides instruction not only to those adults

seeking a GED, but for those wanting to learn English as well. This is a vital service to our community, which has a large migrant population. Parents of students attending Hilltop Elementary School often attend these ELL classes in an effort to learn English, so that they may better help their children with homework and communicate with their teacher.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Doug Herron	Principal
Amanda Abbott	Parent
Marvella Albarran	Parent
Lorena Alfaro	Education Support Employee
Dianna Benavides	Parent
LeAnna Buzzard	Parent
Linda Calvillo	Teacher
Laurel Cornelius	Parent
Hilaria Cuevas	Parent
Lisa DeAnda	Teacher
Rosario Esquivel	Parent
Maria Estrada	Parent
Maria Gonzalez	Parent
Paige McCoy	Parent
Tameka Olds	Teacher
Maria Silva	Parent
Daisy Zendejas	Parent
Stella Zuniga	Parent
	Student

Duties

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

Evaluation of last year's school improvement plan

Development of this school improvement plan

Involve parent representatives in the planning process for creating the school PIP and SIP for Hilltop Elementary through the SAC committee and through comments.. Through the SAC meeting, parent representatives will be given the opportunity to provide input in the implementation of the PIP and SIP and in the expenditures for the Parent Involvement funds.

Preparation of the school's annual budget and plan

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

November "Making Literature Come Alive" Parent Night
Spring Technology Fair Parent Night
Purchase Book Sets for Classrooms
Purchase materials for Parent Resources

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Herron, Doug	Principal
DeAnda, Lisa	Teacher, K-12
Durastanti, Katie	Teacher, K-12
Hinerman, Judy	Teacher, K-12
Jaquez, Elizabeth	Teacher, K-12
Olds, Tameka	Teacher, K-12
Mason, Gretchen	Teacher, K-12
Mosley, Sheryl	Assistant Principal
Driskell, Mary Lynne	Guidance Counselor
Gallegos, Cristina	Teacher, K-12
Wolgast, Ella	Teacher, K-12
Wood, James	Teacher, K-12
Shepard, Michelle	Teacher, ESE
Kouns, Sherri	Teacher, ESE
Miller, Tammy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- Multi-Tiered System of Supports(MTSS)/Response to Instruction/Intervention(RtI) and Positive Behavior Supports(PBS) Implementation.
- Initiative to incorporate science and social studies curriculum into the reading/literacy block.
- Implementation of LAFS AND MAFS in K-5 grade levels.
- Writing will be integrated across the curriculum.

Public and Collaborative Teaching

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

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

Grade levels at Hilltop work together very closely. We monitor all of our students each week. We use our standards in planning out rigorous instruction and we focus on student data to help us group and teach our students within our classrooms. In trainings we also have the opportunity to work with other grade levels. Vertical planning allows us to prepare our students for the next grade level and also allows us to reflect on what we could do differently in the future.

Hilltop follows an open door policy for the administration. Weekly PLC meeting at each grade level provided opportunities to discuss student achievement, policies, and upcoming events. Leadership meetings are held bimonthly for the purpose of discussing current issues and invite feedback for school plans.

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

The school principal works in cooperation with the direction of human resources to set up interviews through the school district website.

The school also traditionally utilizes an extremely successful mentoring program to ensure that all new teachers to Hilltop Elementary or the teaching profession are offered every possible opportunity to succeed through observations by administrators, and the literacy coach through collaboration on planning, curriculum, expectations and interventions.

Providing Relevant Professional Development to retain a high quality, Highly Qualified teaching staff.

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

The Literacy Coach will observe and offer feedback for the mentees. She will coach and model lessons for the mentees. The Literacy Coach will host mentee meetings to discuss feedback from observations and walk-through of evidence-based strategies observed. She will meet with the mentees to debrief and reflect on their observations and review the data collected from students performances. She will make sure all mentees are implementing state standards and monitoring progress of students in their classrooms.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our standards and student data drive our instruction. Phonics is a huge focus in kindergarten and first in an effort to develop a strong foundation in our young students. In second grade, a shift is made from phonics to a strong reading foundation of being able to read, comprehend, and answer questions about a story. Each grade level builds on what was previously learned and every effort is made to close any gap between grade levels. Teachers use a variety of resources to help in instructional planning including iCPalms, Oncourse Learning, and PD360.

One of the biggest goals that Hilltop staff strives to meet daily is to make sure that core instructional programs are aligned to Florida's standards. Reaching this goal requires a number of efforts. All instructional materials that are ordered by the school are first previewed and confirmed that they align before ordering. The district held several meetings for the purpose of developing pacing guides to ensure alignment with the new standards in math and language arts. The school has ordered numerous supplemental books and tools to assist teachers and staff in teaching the required standards to mastery level.

Instructional Strategies

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

Data driven instruction is a top priority at Hilltop Elementary. Data drives numerous aspects of our curriculum and assists in providing outlets in order to differentiate instruction in efforts to boost students to more advanced levels. Data is obtained through STAR testing, iReady, FAIR Testing, and Benchmarks. The data obtained from utilizing these resource is then analyzed by teachers and staff, who in turn use it to drive instruction. Students are not always lacking in the same areas. Each is unique in their learning abilities. These programs and the data they provide allow teachers to assist students in the areas they need backup the most. From small group settings to going back to reteach a skill, data is a valuable tool that is extremely supplemental to providing students with the best education possible. Modifying lessons is sometimes necessary to ensure that students understand the skill. For example, iReady is an online program that carves individual paths for students based on their need and level. If the teacher can see that student is struggling in a certain area, options are available to modify the lessons until the student reaches mastery in that skill.

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

Strategy: Extended School Day

Minutes added to school year: 5,670

Students receive additional instruction in reading, math, science, and vocabulary through extra practice.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

Data is collected through activity logs/running records, RtI forms, and assessment data.

Student Transition and Readiness

PreK-12 Transition

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

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

Kindergarten Round-Up is held in the spring of each year to provide information to parents of students who will be starting kindergarten in the fall. Kindergarten teachers visit day cares to inform parents of the expectations of Kindergarten students at Hilltop Elementary. These activities are helpful in easing the transition to school.

The Hardee County VPK program was offered at Hilltop Elementary School in June through August. This program serviced four and five-year old students entering Kindergarten in August. This program is state funded and provides instructions to prepare students for Kindergarten.

The School District partners with the Early Learning Coalition to identify preschool students within Hardee who qualify for a program.

RCMA students are able to spend a day at Hilltop to experience a typical day of Kindergarten. During this experience, they tour the HES campus and enjoy lunch in the school cafeteria.

College and Career Readiness

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** The percentage of students scoring Level 3 on the 2014 Reading FCAT will increase from 30% to 33%.
- G2.** The percentage of students scoring Level 3 on the 2014 Math FCAT will increase from 40% to 44%.
- G3.** The percentage of students scoring on or above Level 4 on the 2014 Math FCAT will increase from 36% to 40%.
- G4.** The percentage of students making learning gains in Mathematics on the 2014 FCAT will increase from 66%(102) to 73%(113).
- G5.** Students scoring a Level 3 on the 2014 Science FCAT will increase from 39%(20) to 43%(22).
- G6.** The percentage of students scoring a Level 4 or higher on the 2014 Science FCAT will increase from 24%(12) to 27%(14).
- G7.** The percentage of students scoring a Level 4 or 5 on the 2014 Reading FCAT will increase from 33% to 37%.
- G8.** The percentage of students making learning gains on the 2014 Reading FCAT will increase from 67% to 74%.

Strategic Goals Detail

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

G1. The percentage of students scoring Level 3 on the 2014 Reading FCAT will increase from 30% to 33%.

1a

 G074245

Targets Supported 1b

Indicator	Annual Target
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AMO Reading - All Students

Resources Available to Support the Goal 2

- Curriculum Coach, Classroom Teacher, Resource Teacher, FCAT Online Practice Program, Vocabulary building programs (McCrel, Basal Vocabulary, Roots/Prefixes/Suffixes), Pearson Reading, AR Reading Program, FCRR Activities, iReady, IXL,
- Classroom/Resource Teachers
- Vocabulary Building Programs (i.e. McCrel, Basal Vocabulary, Roots/Prefixes/Suffixes, Vocabulary Explorer)
- Pearson Reading
- FCRR Activities
- Computer Programs (iReady, IXL, Think Central, Florida Achieves, Free Rice, Spelling City, FCAT Explorer, AR Reading Program)
- Supplemental Material (Florida Ready, Essential Skills for Reading Success, CCSS Buckledown)
- Content Area Material
- Scheduled Rtl Time for all three tiers of students

Targeted Barriers to Achieving the Goal 3

- Managing and implementing the Rtl block with fidelity with time constraints that are the result of other requirements/needs.
- Students lack vocabulary and background knowledge necessary for optimal reading success.
- Time required to train and monitor teachers in the use of higher order questioning techniques.

Plan to Monitor Progress Toward G1. 8

Lesson Plans, Rtl Meetings, CWT, Performance Matters Data

Person Responsible

Schedule

Evidence of Completion

Rtl Documentation, CWT Feedback, Lesson Plan Feedback, Classroom Data Chat Calendars, Progress monitoring data of BME assessments.

G2. The percentage of students scoring Level 3 on the 2014 Math FCAT will increase from 40% to 44%.

1a

 G074246

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Literacy Coach
- Classroom/Resource Teachers
- Math Program (Go Math!)
- Online Computer Resources (Think Central, FCAT Explorer, Florida Achieves, IXL, Free Rice, iReady)
- Supplemental Resources (Everglades, Rally, SSS Review, Ready, Math Turbo Review)

Targeted Barriers to Achieving the Goal 3

- Students lack the prerequisite math skills to continue successfully in math.
- Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.

Plan to Monitor Progress Toward G2. 8

Student Data Sheet, Rtl Data

Person Responsible

Schedule

Evidence of Completion

Assessment Data (School & District)

G3. The percentage of students scoring on or above Level 4 on the 2014 Math FCAT will increase from 36% to 40%. 1a

G074247

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	79.0

Resources Available to Support the Goal 2

- Literacy Coach
- Classroom/Resource Teachers
- Math Program (Go Math!)
- Online Computer Resources (Think Central, FCAT Explorer, Florida Achieves, IXL, Free Rice, iReady)
- Supplemental Resources (Everglades, Rally, SSS Review, Ready, Math Turbo Review)

Targeted Barriers to Achieving the Goal 3

- Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity

Plan to Monitor Progress Toward G3. 8

Student Data

Person Responsible

Schedule

Evidence of Completion

Assessment Data (School & District)

G4. The percentage of students making learning gains in Mathematics on the 2014 FCAT will increase from 66%(102) to 73%(113). 1a

G074248

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	

Resources Available to Support the Goal 2

- Literacy Coach
- Classroom/Resource Teacher
- Math Program (Go Math!)
- Online Computer Resources (Think Central, FCAT Explorer, Florida Achieves, IXL, Free Rice, iReady)
- Supplemental Resources (Everglades, Rally, SSS Review, Ready, Math Turbo Review)

Targeted Barriers to Achieving the Goal 3

- Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.

Plan to Monitor Progress Toward G4. 8

RtI Data, Student Data

Person Responsible

Schedule

Evidence of Completion

RtI Meeting, Assessment Data (District & School)

G5. Students scoring a Level 3 on the 2014 Science FCAT will increase from 39%(20) to 43%(22). 1a

Targets Supported 1b

G074249

Indicator	Annual Target
FCAT 2.0 Science Proficiency	43.0

Resources Available to Support the Goal 2

- Literacy Coach
- Classroom Teacher
- Science Curriculum (Fusion)
- Computer Programs (Think Central, FCAT Explorer, Study Island)
- Integration of Reading Strategies

Targeted Barriers to Achieving the Goal 3

- Students lack the acquired background knowledge and vocabulary for optimal science success.

Plan to Monitor Progress Toward G5. 8

Student Data

Person Responsible

Schedule

Evidence of Completion

Assessments (School & District)

G6. The percentage of students scoring a Level 4 or higher on the 2014 Science FCAT will increase from 24%(12) to 27%(14). 1a

 G074250

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	

Resources Available to Support the Goal 2

- Literacy Coach
- Classroom Teacher
- Science Curriculum (Fusion)
- Computer Programs (Think Central, FCAT Explorer, Study Island)
- Integration of Reading Strategies

Targeted Barriers to Achieving the Goal 3

- Providing mastery of high complexity text items in Science.

Plan to Monitor Progress Toward G6. 8

Student Data

Person Responsible

Schedule

Evidence of Completion

Assessments (School & District)

G7. The percentage of students scoring a Level 4 or 5 on the 2014 Reading FCAT will increase from 33% to 37%. **1a**

 G074251

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal **2**

- Curriculum Coach
- Classroom/Resource Teachers
- Online Computer Programs (IXL, iReady, FCAT Explorer, Florida Achieves, Free Rice, Study Island, Spelling City, Think Central, AR Reading Program)
- Vocabulary Building Programs (McRel, Pearson Vocabulary, Word Explorer, Roots/Suffixes/Prefixes)
- Supplemental Material (FCRR Activities, Reference/Research Magazines, CCSS Buckledown, Florida Ready, Essential Skills for Reading Success, CCSS Aligned Writing Task, CCSS Question Stems, Rally FCAT 2.0 Prep)
- Content Area Reading Material
- iCpalms Online Resource
- Pearson Reading Program (Basal, Leveled Readers, Online Resources-Successnet, Sidewalks)

Targeted Barriers to Achieving the Goal **3**

- Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.
- Effectively monitoring of curriculum and instruction for rigor and relevance across the curriculum.
- Time required to train and monitor teachers in the use and implementation of CCSS.

Plan to Monitor Progress Toward G7. **8**

District BM Data, Cold Read Data

Person Responsible

Schedule

Evidence of Completion

Assessment Data (School and District)

G8. The percentage of students making learning gains on the 2014 Reading FCAT will increase from 67% to 74%. **1a**

 G074252

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	75.0

Resources Available to Support the Goal **2**

- Literacy Coach
- Classroom/Resource Teachers
- Vocabulary Building Programs (McRel, Basal Vocabulary, Roots/Prefixes/Suffixes, Word Explorer)
- Pearson Reading Program (Basal, Leveled Readers, Online Resources-Successnet, Sidewalks)
- Online Computer Programs (IXL, iReady, FCAT Explorer, Florida Achieves, Free Rice, Study Island, Spelling City, Think Central, AR Reading Program)
- iCpalms Online Resource
- Supplemental Material (FCRR Activities, Reference/Research Magazines, CCSS Buckledown, Florida Ready, Essential Skills for Reading Success, CCSS Aligned Writing Task, CCSS Question Stems, Rally FCAT 2.0 Prep)

Targeted Barriers to Achieving the Goal **3**

- Individual student's needs vary according to levels of parent involvement and parent literacy
- Students struggle with fluency and stamina when faced with complex reading passages.
- Students are unable to master required reading skills during the 90 minute reading block.
- Students lack vocabulary and background knowledge necessary for optimal reading success.

Plan to Monitor Progress Toward G8. **8**

Benchmark Assessments, Cold Reads

Person Responsible

Schedule

Evidence of Completion

Benchmark Student Scores, Cold Read Scores

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  **S123456** = Quick Key

G1. The percentage of students scoring Level 3 on the 2014 Reading FCAT will increase from 30% to 33%. **1**

 **G074245**

G1.B1 Managing and implementing the Rtl block with fidelity with time constraints that are the result of other requirements/needs. **2**

 **B193836**

G1.B1.S1 Continue to insure that FAIR and benchmark assessment data is used to monitor student progress, thereby insuring that the instructional time invested in formative assessments foster desired gains in student achievement. **4**

 **S205371**

Strategy Rationale

Action Step 1 **5**

Review FAIR Data reports and benchmark assessments to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.

Person Responsible

Schedule

Evidence of Completion

Data Chat Logs, Parent Data Reports, Rtl Meetings, Weekly Assessment Reports

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

Lesson Plans, Rtl Documentation, Rtl Meetings

Person Responsible

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

CWT, Lesson Plan Review Messages, Rtl Data Binder with submitted documents

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

Person Responsible

Sheryl Mosley

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Rtl Meetings, PLC Meetings, Oncourse Website


Person Responsible

Schedule

Evidence of Completion

Lesson Plans, Rtl Documentation, Classroom Data Chat Calendars

G2. The percentage of students scoring Level 3 on the 2014 Math FCAT will increase from 40% to 44%. 1

 G074246

G2.B1 Students lack the prerequisite math skills to continue successfully in math. 2

 B193839

G2.B1.S1 Math Teacher will explicitly teach common math vocabulary/concepts and use essential questioning to promote mastery of math concepts. 4

 S205372

Strategy Rationale

Action Step 1 5

Prerequisite & requisite skills

Person Responsible

Schedule

Evidence of Completion

Assessment Data (School and District)

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Lesson Plans, PD360

Person Responsible

Schedule

Evidence of Completion

Lesson Plans Message, PD360 Observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Data Sheets (Student/Classroom), Rtl Data

Person Responsible

Schedule

Evidence of Completion

Assessment Data (District & School)

G2.B1.S2 Teachers will use the Gradual Release Process to monitor students' mastery of math concepts and implementing strategies at each Gradual Release Step. 4

 S205373

Strategy Rationale

Action Step 1 5

Gradual Release Process, Lesson Plans

Person Responsible

Schedule

Evidence of Completion

Lesson Plan Reviews, Student Work

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Lesson Plans, PD360

Person Responsible

Schedule

Evidence of Completion

Lesson Plan Reviews, PD360 Messages

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Student Data, Lesson Plans, PD360

Person Responsible

Schedule


Evidence of Completion

Student Data, Assessments (District & Classroom), PD360 Messages

G3. The percentage of students scoring on or above Level 4 on the 2014 Math FCAT will increase from 36% to 40%. 1

 G074247

G3.B1 Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity 2

 B193841

G3.B1.S1 Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the mathematics curriculum for rigor and cognitive complexity appropriate for each grade-level. 4

 S205374

Strategy Rationale

Action Step 1 5

RtI Lesson Plans, FCIM Lessons, Computer assisted instruction

Person Responsible

Schedule

Evidence of Completion

FCIM Assessment Data, Generated reports through computer programs

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Rtl Lesson Plans, PD360

Person Responsible

Schedule

Evidence of Completion

PD360 Reviews, Computer Data

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Student Assessment Data, FCIM Data

Person Responsible

Schedule

Evidence of Completion

Assessments (District & School)


G4. The percentage of students making learning gains in Mathematics on the 2014 FCAT will increase from 66%(102) to 73%(113). 1

 G074248

G4.B1 Managing and implementing the Rtl block with fidelity with time constraints that are the result of other requirements/needs. 2

 B193842

G4.B1.S1 Continue to implement a 30 minute Rtl block for Tier 2 and Tier 3 students. 4

 S205375

Strategy Rationale

Action Step 1 5

Student Data (State, District, School), Rtl Schedules, Rtl Fidelity Form

Person Responsible

Schedule

Evidence of Completion

Rtl Fidelity Sheets

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Rtl Fidelity Forms, Rtl Lesson Plans

Person Responsible

Schedule

Evidence of Completion

Rtl Meetings

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Rtl Fidelity Sheet, Student Data (District & School)

Person Responsible

Schedule


Evidence of Completion

Rtl Meetings

G5. Students scoring a Level 3 on the 2014 Science FCAT will increase from 39%(20) to 43%(22). 1

 G074249

G5.B1 Students lack the acquired background knowledge and vocabulary for optimal science success. 2

 B193843

G5.B1.S1 Teaching reading/writing strategies will be implemented to insure students have a firm grasp of vocabulary and comprehension application. 4

 S205376

Strategy Rationale

Action Step 1 5

Close Reading Strategies, Vocabulary attack strategies, writing strategies, Background building videos/media

Person Responsible

Schedule

Evidence of Completion

Student Work Products, Assessments (School & District)

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Student Science Journals, Student Work Products

Person Responsible

Schedule

Evidence of Completion

Science Journals, Work Products, Assessments (School & District)

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Lesson Plans, PD360, Rtl Lesson Plans

Person Responsible

Schedule

Evidence of Completion

Lesson Plan Reviews, PD360 Reviews, Rti Fidelity List

G5.B1.S2 Weekly hands-on experiments/demonstrations to increase understanding of science concepts.

4

 S205377

Strategy Rationale

Action Step 1 5

Science Journal, Written Responses, Student Work Products

Person Responsible

Schedule

Evidence of Completion

Student Work Products, Assessments (School & District)

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Student Science Journals, Student Work Products

Person Responsible

Schedule

Evidence of Completion

Science Journals, Work Products, Assessments (School & District)

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Lesson Plans, PD360

Person Responsible

Schedule


Evidence of Completion

Lesson Plan Reviews, PD360 Reviews

G6. The percentage of students scoring a Level 4 or higher on the 2014 Science FCAT will increase from 24%(12) to 27%(14). 1

 G074250

G6.B1 Providing mastery of high complexity text items in Science. 2

 B193844

G6.B1.S1 Provide quality content instruction using high yield strategies, hands on experiences, and rigorous project based learning. 4

 S205378

Strategy Rationale

Action Step 1 5

High Complexity Science Reading Material, Hands-on Experiences, Lesson Plans

Person Responsible

Schedule

Evidence of Completion

Lesson Plan Reviews

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Science Journals, Student Work Products, Written Responses

Person Responsible

Schedule

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Lesson Plans, PD360

Person Responsible

Schedule


Evidence of Completion

Lesson Plan Reviews, PD360 Reviews

G7. The percentage of students scoring a Level 4 or 5 on the 2014 Reading FCAT will increase from 33% to 37%. 1

 G074251

G7.B1 Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff. 2

 B193845

G7.B1.S1 Each grade level will implement an enrichment group to provide challenging activities for students who demonstrate proficiency on district benchmark assessments. (i.e. Students who score 85% or higher) 4

 S205379

Strategy Rationale

Action Step 1 5

Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.

Person Responsible

Schedule

Evidence of Completion

Rtl Binder with required documentation, Student Trendlines reflecting current data,

Plan to Monitor Fidelity of Implementation of G7.B1.S1 6

Data Notebooks, RtI Documentation, Trendline data,

Person Responsible

Schedule

Evidence of Completion

RtI Binders, Data Notebooks, RtI Documentation - Trendline Data

Plan to Monitor Effectiveness of Implementation of G7.B1.S1 7

RtI Binders, Data Binders, District BM Assessment Scores

Person Responsible

Schedule

Evidence of Completion

RtI Binders, District BM Assessment Scores

G8. The percentage of students making learning gains on the 2014 Reading FCAT will increase from 67% to 74%. **1**

 G074252

G8.B1 Individual student's needs vary according to levels of parent involvement and parent literacy **2**

 B193848

G8.B1.S1 Encourage non-English speaking parents to attend ESOL Adult classes. Also, students are provided with Make-it/Take-It Resources (i.e Marie Carbo books on CD and CD players to use at home, Content Area Center Folders, Flash cards, Picture cards with Picture Names, Whiteboards, Wipe-off activities.) **4**

 S205380

Strategy Rationale

Action Step 1 **5**

Learning Resources

Person Responsible

Schedule

Evidence of Completion

Parent Sign-in sheets, Resource Check-out sheets, Adult ESOL Classroom attendance sheets

Plan to Monitor Fidelity of Implementation of G8.B1.S1 **6**

ESOL Attendance, Resource Check-out, Workshop Attendance

Person Responsible

Schedule

Evidence of Completion

ESOL Attendance Sheets, Resource Check-out sheets, Workshop sign-in sheets

Plan to Monitor Effectiveness of Implementation of G8.B1.S1 7

Resource check-out, ESOL Attendance sheets

Person Responsible

Schedule

Evidence of Completion

Survey, Resource check-out sheets

Plan to Monitor Fidelity of Implementation of G8.B1.S2 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G8.B1.S2 7

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Review FAIR Data reports and benchmark assessments to monitor student progress and to ensure		Data Chat Logs, Parent Data Reports, Rtl Meetings,	one-time	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers are assessing students at prescheduled intervals.		Weekly Assessment Reports		
G2.B1.S1.A1	Prerequisite & requisite skills		Assessment Data (School and District)	once	
G2.B1.S2.A1	Gradual Release Process, Lesson Plans		Lesson Plan Reviews, Student Work	one-time	
G3.B1.S1.A1	Rtl Lesson Plans, FCIM Lessons, Computer assisted instruction		FCIM Assessment Data, Generated reports through computer programs	once	
G4.B1.S1.A1	Student Data (State, District, School), Rtl Schedules, Rtl Fidelity Form		Rtl Fidelity Sheets	once	
G5.B1.S1.A1	Close Reading Strategies, Vocabulary attack strategies, writing strategies, Background building videos/media		Student Work Products, Assessments (School & District)	once	
G5.B1.S2.A1	Science Journal, Written Responses, Student Work Products		Student Work Products, Assessments (School & District)	once	
G6.B1.S1.A1	High Complexity Science Reading Material, Hands-on Experiences, Lesson Plans		Lesson Plan Reviews	once	
G7.B1.S1.A1	Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.		Rtl Binder with required documentation, Student Trendlines reflecting current data,	once	
G8.B1.S1.A1	Learning Resources		Parent Sign-in sheets, Resource Check-out sheets, Adult ESOL Classroom attendance sheets	one-time	
G1.MA1	Lesson Plans, Rtl Meetings, CWT, Performance Matters Data		Rtl Documentation, CWT Feedback, Lesson Plan Feedback, Classroom Data Chat Calendars, Progress monitoring data of BME assessments.	once	
G1.B1.S1.MA1	Rtl Meetings, PLC Meetings, Oncourse Website		Lesson Plans, Rtl Documentation,	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			Classroom Data Chat Calendars		
G1.B1.S1.MA1	Lesson Plans, Rtl Documentation, Rtl Meetings		8/18/2014	CWT, Lesson Plan Review Messages, Rtl Data Binder with submitted documents	5/29/2015 daily
G1.B1.S1.MA3	[no content entered]	Mosley, Sheryl	8/18/2014		5/29/2015 weekly
G2.MA1	Student Data Sheet, Rtl Data		Assessment Data (School & District)	one-time	
G2.B1.S1.MA1	Data Sheets (Student/Classroom), Rtl Data		Assessment Data (District & School)	once	
G2.B1.S1.MA1	Lesson Plans, PD360		Lesson Plans Message, PD360 Observations	once	
G2.B1.S2.MA1	Student Data, Lesson Plans, PD360		Student Data, Assessments (District & Classroom), PD360 Messages	one-time	
G2.B1.S2.MA1	Lesson Plans, PD360		Lesson Plan Reviews, PD360 Messages	one-time	
G3.MA1	Student Data		Assessment Data (School & District)	once	
G3.B1.S1.MA1	Student Assessment Data, FCIM Data		Assessments (District & School)	once	
G3.B1.S1.MA1	Rtl Lesson Plans, PD360		PD360 Reviews, Computer Data	once	
G4.MA1	Rtl Data, Student Data		Rtl Meeting, Assessment Data (District & School)	once	
G4.B1.S1.MA1	Rtl Fidelity Sheet, Student Data (District & School)		Rtl Meetings	once	
G4.B1.S1.MA1	Rtl Fidelity Forms, Rtl Lesson Plans		Rtl Meetings	once	
G5.MA1	Student Data		Assessments (School & District)	once	
G5.B1.S1.MA1	Lesson Plans, PD360, Rtl Lesson Plans		Lesson Plan Reviews, PD360 Reviews, Rtl Fidelity List	once	
G5.B1.S1.MA1	Student Science Journals, Student Work Products		Science Journals, Work Products, Assessments (School & District)	once	
G5.B1.S2.MA1	Lesson Plans, PD360		Lesson Plan Reviews,	once	

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			PD360 Reviews		
G5.B1.S2.MA1	Student Science Journals, Student Work Products		Science Journals, Work Products, Assessments (School & District)	once	
G6.MA1	Student Data		Assessments (School & District)	once	
G6.B1.S1.MA1	Lesson Plans, PD360		Lesson Plan Reviews, PD360 Reviews	once	
G6.B1.S1.MA1	Science Journals, Student Work Products, Written Responses		Student Data	once	
G7.MA1	District BM Data, Cold Read Data		Assessment Data (School and District)	once	
G7.B1.S1.MA1	Rtl Binders, Data Binders, District BM Assessment Scores		Rtl Binders, District BM Assessment Scores	once	
G7.B1.S1.MA1	Data Notebooks, Rtl Documentation, Trendline data,		Rtl Binders, Data Notebooks, Rtl Documentation - Trendline Data	once	
G8.MA1	Benchmark Assessments, Cold Reads		Benchmark Student Scores, Cold Read Scores	one-time	
G8.B1.S1.MA1	Resource check-out, ESOL Attendance sheets		Survey, Resource check-out sheets	one-time	
G8.B1.S1.MA1	ESOL Attendance, Resource Check-out, Workshop Attendance		ESOL Attendance Sheets, Resource Check-out sheets, Workshop sign-in sheets	one-time	
G8.B1.S2.MA1	[no content entered]			once	
G8.B1.S2.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. The percentage of students scoring Level 3 on the 2014 Reading FCAT will increase from 30% to 33%.

G1.B1 Managing and implementing the Rtl block with fidelity with time constraints that are the result of other requirements/needs.

G1.B1.S1 Continue to insure that FAIR and benchmark assessment data is used to monitor student progress, thereby insuring that the instructional time invested in formative assessments foster desired gains in student achievement.

PD Opportunity 1

Review FAIR Data reports and benchmark assessments to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.

Facilitator

Literacy Coach, Teachers, Guidance Counselor

Participants

Principal, Assistant Principal, Guidance Counselor, Literacy Coach, and Classroom Teacher

Schedule

G7. The percentage of students scoring a Level 4 or 5 on the 2014 Reading FCAT will increase from 33% to 37%.

G7.B1 Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.

G7.B1.S1 Each grade level will implement an enrichment group to provide challenging activities for students who demonstrate proficiency on district benchmark assessments. (i.e. Students who score 85% or higher)

PD Opportunity 1

Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.

Facilitator

Literacy Coach

Participants

Principal, Assistant Principal, Literacy Coach, Classroom Teachers

Schedule

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Review FAIR Data reports and benchmark assessments to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.	\$0.00
2	G2.B1.S1.A1	Prerequisite & requisite skills	\$0.00
3	G2.B1.S2.A1	Gradual Release Process, Lesson Plans	\$0.00
4	G3.B1.S1.A1	Rtl Lesson Plans, FCIM Lessons, Computer assisted instruction	\$0.00
5	G4.B1.S1.A1	Student Data (State, District, School), Rtl Schedules, Rtl Fidelity Form	\$0.00
6	G5.B1.S1.A1	Close Reading Strategies, Vocabulary attack strategies, writing strategies, Background building videos/media	\$0.00
7	G5.B1.S2.A1	Science Journal, Written Responses, Student Work Products	\$0.00
8	G6.B1.S1.A1	High Complexity Science Reading Material, Hands-on Experiences, Lesson Plans	\$0.00
9	G7.B1.S1.A1	Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.	\$0.00
10	G8.B1.S1.A1	Learning Resources	\$0.00
Total:			\$0.00