# 2013-2014 SCHOOL IMPROVEMENT PLAN

## Hillcrest Elementary School

1051 STATE ROAD 60 E
Lake Wales, FL 33853
863-678-4216
http://lwcharterschools.com/hillcrest

## School Demographics

| **School Type** | **Title I** | **Free and Reduced Lunch Rate** |
|---|---|---|
| Elementary School | Yes | *[Data Not Available]* |

| **Alternative/ESE Center** | **Charter School** | **Minority Rate** |
|---|---|---|
| No | Yes | *[Data Not Available]* |

## School Grades History

## SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

## Table of Contents

## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

# Differentiated Accountability

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

## DA Regions

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

## DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    ◦ Year 1 – declined to D, or first-time graded schools receiving a D
    ◦ Year 2 – second consecutive D, or F followed by a D
    ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    ◦ Year 1 – declined to F, or first-time graded schools receiving an F
    ◦ Year 2 or more – second or more consecutive F

## DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

## 2013-14 DA Category and Statuses

| DA Category | Region | RED |
|---|---|---|
| Not in DA | N/A | N/A |

| Former F | Post-Priority Planning | Planning | Implementing TOP |
|---|---|---|---|
| No | No | No | No |

# Current School Status

## School Information

### School-Level Information

**School**
Hillcrest Elementary School

**Principal**
Jennifer Barrow

**School Advisory Council chair**
Todd Sebring

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

| Name | Title |
| --- | --- |
| Jennifer Barrow | Principal |
| Stacie Padgett | Assistant Principal |
| Elizabeth Borders | Title One & Writing Resource |
| Deann Finnell | Science Resource |
| Jennifer Fugate | Reading Resource |
| Bernice Kendrick | Guidance |
| Kimberly Bearden | Technology Resource |
| Kim Griffiths | Intermediate Support Teacher |
| Anna Powell | Math Resource |

### District-Level Information

**District**
Polk

**Superintendent**
Dr. Kathryn Leroy

**Date of school board approval of SIP**
10/31/2013

## School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and appropriately balanced number of teachers, education support employees, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school.

### Involvement of the SAC in the development of the SIP

All SAC members are encouraged and invited to be involved in the writing and planning of the annual School Improvement Plan.

**Activities of the SAC for the upcoming school year**

SAC will meet on a monthly basis and work collaboratively for the benefit of Hillcrest. The SAC Committee will make informed recommendations and suggestions that will affect the lives of children and their learning environment.

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

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

## Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

### Jennifer Barrow

| Principal | Years as Administrator: 3 | Years at Current School: 3 |
|---|---|---|

| **Credentials** | BS Elementary Education from Warner Southern College Masters Educational Leadership from Nova Southeastern University |
|---|---|
| **Performance Record** | 2010-2011: School Grade A: AYP: 79% 2011-2012: School Grade B 2012-2013: School Grade C |

### Stacie Padgett

| Asst Principal | Years as Administrator: 1 | Years at Current School: 23 |
|---|---|---|

| **Credentials** | BS Elementary Education from University of Central Florida Masters of Educational Leadership from Walden University |
|---|---|
| **Performance Record** | 2012-2013: School Grade C |

**Instructional Coaches**

**# of instructional coaches**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Jennifer Fugate**

| Full-time / School-based | Years as Coach: 1 | Years at Current School: 9 |
|---|---|---|

**Areas** — Reading/Literacy

**Credentials** — BA in Elementary Education from Warner Southern University
Masters from Grand Canyon University

**Performance Record** — Newly hired Reading Coach

**Elizabeth Borders**

| Full-time / School-based | Years as Coach: 10 | Years at Current School: 16 |
|---|---|---|

**Areas** — Other

**Credentials** — BA in Elementary Education from Warner Southern University

**Performance Record** — She has been at this year for most of her career.
From 2010-2011 the school grade was designated a "A".
During 2011-2012 the school grade was designated a "B".
This past year 2012-2013 the school grade was designated a "C".

**Kim Griffiths**

| Full-time / School-based | Years as Coach: 5 | Years at Current School: 0 |
|---|---|---|

**Areas** — Reading/Literacy, Mathematics, Data

**Credentials** — BA in Elementary Education at University of South Florida
Masters in Instructional Leadership from Saint Leo University

**Performance Record** — New hired as instructional support coach.

**Deeann Finnell**

| Full-time / School-based | Years as Coach: 8 | Years at Current School: 5 |
|---|---|---|

**Areas** — Science

**Credentials** — BA in Elementary Education

**Performance Record** — The school was a C 2012-2013.

| Anna Powell | | |
|---|---|---|
| Full-time / School-based | Years as Coach: 12 | Years at Current School: 30 |

| | |
|---|---|
| **Areas** | Mathematics |
| **Credentials** | BA Elementary Education Warner Southern College |
| **Performance Record** | She has been at this school her entire career. The school was a B 2003-2007 and then an A 2008-2011. Then a B 2011-2012. Then a C 2012-2013. |

## Classroom Teachers

**# of classroom teachers**
33

**# receiving effective rating or higher**
28, 85%

**# Highly Qualified Teachers**
100%

**# certified in-field**
33, 100%

**# ESOL endorsed**
28, 85%

**# reading endorsed**
4, 12%

**# with advanced degrees**
13, 39%

**# National Board Certified**
2, 6%

**# first-year teachers**
5, 15%

**# with 1-5 years of experience**
9, 27%

**# with 6-14 years of experience**
11, 33%

**# with 15 or more years of experience**
8, 24%

## Education Paraprofessionals

**# of paraprofessionals**
16

## # Highly Qualified
16, 100%

## Other Instructional Personnel

### # of instructional personnel not captured in the sections above
10

### # receiving effective rating or higher
7, 70%

## Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Anytime Hillcrest Elementary advertises an open position our goal is to always recruit and hire only in-field and highly qualified teachers. The principal and assistant principal are the gatekeepers of this process.

## Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The Assistant Principal is charged with the task of creating and monitoring a fluid beginning teacher program to include assignment of mentor teachers, a calendar of requirements and meetings for the year, observations/conferences & feedback session dates, and all beginning teachers also attend the Lake Wales Charter Schools TIP ( Teacher Induction Program) monthly with fellow beginning teachers in our Charter School System.

## Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Principal provides a common vision for the use of data-based decision –making, models of the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RTI; ensures that the school-based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.
Assistant Principal: Provides a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RTI, further assists the principal in the assessment of PS/RTI skills, implementation of intervention
support and documentation, professional learning, and communication with parents concerning PS/RTI plans and activities.
General Education Teachers: – Provides information about core instruction; participates in student data

collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in gathering of student data collection, integrates core instructional activities/materials/ instruction in tiered interventions; collaborates with general education teachers.

Academic Intervention Facilitator, Curriculum Specialist and Resource Team: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk," assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical evaluation; assists in facilitation data-based decision making activities.

PS/RTI Behavior Representative (PBS): Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. The gatekeeper of the MTSS implementation ( Guidance Counselor) checks bimonthly to verify that all required steps are in place to include core instruction, supports for both the teacher and students and verifies that all requirements are up to date and in compliance.

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

The PS/RTI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The PS/RTI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

* Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.

* Refers teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.

* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

* Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also fosters a sense of collegiality and mutual support among educators. Promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

The PS/RTI Leadership Team met with the School Advisory Council (SAC) and administration to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional

areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

The PS/RTI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release,EssentialQuestions,Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

### Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data is gathered through August and September. FAIR data is processed through the Progress Monitoring and Reporting Network (PMRN). First and Second Grade instructional data is gathered from the previous year Discovery and beginning of the year assessment through SuperKids. Third through Tenth Grade instructional data is gathered from the previous year's FCAT scores. Progress Monitoring data is gathered mid-year and toward the end of the year. FAIR data is processed twice more through the PMRN. Other Progress Monitoring data is collected as needed for classroom or student progress. This information may be obtained by probes, Quick Reads, Fluency checks, etc. Diagnostic Assessment data is gathered through the FAIR and End of Year data is gathered through FAIR and FCAT. Data is discussed and analyzed at least monthly at the PS/RTI Leadership Team Meetings.

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

Professional learning will be provided during the teachers' common planning time and sessions will occur throughout the year. The PS/RTI Overview will be planned for the beginning of the year. The District has five other mini-modules that will be provided throughout the year. The PS/RTI Leadership Team will evaluate additional staff Professional Learning needs during the monthly PS/RTI Leadership Team meetings.

## Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

| | |
|---|---|
| **Strategy:** Before or After School Program | |
| **Minutes added to school year:** 5 | |

Hillcrest Elementary offers a before and after school tutoring program for students who need extra support. Our historical data shows that the rationale for this program is both needed and successful.

### Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected in two different ways. The first collection is the student's ongoing progress monitoring data and the second collection is the pre and post assessment given and analyzed by the teacher tutor to guide and promote high quality lessons.

### Who is responsible for monitoring implementation of this strategy?

The director provides leadership to the tutors while working collaboratively to ensure that the implementation of is followed with fidelity.

## Literacy Leadership Team (LLT)

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

| Name | Title |
|---|---|
| Jennifer Barrow | Principal |
| Stacie Padgett | Assistant Principal |
| Anna Powell | Math Resource |
| Elizabeth Borders | Writing/Title One Resource |
| Jennifer Fugate | Reading Resouce |
| Bernice Kendrick | Guidance |
| Wendy Harper | Kindergarten Resource |
| Jessica Breen | Primary Resource |
| Kim Griffiths | Intermediate Support Resource |

### How the school-based LLT functions

Ongoing meetings will implement strategies to address the needs identified by our state assessments according to most recent data.

### Major initiatives of the LLT

To monitor the student progress and make individual academic and instructional adjustments to address the needs of students.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs**

Hillcrest plans to assist preschool children in the transition from early childhood programs to local elementary school programs. The local pre-schools brings their students to visit kindergarten classrooms in the spring. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. On campus VPK and School Readiness Pre-K programs are also given an orientation of the kindergarten classrooms. A support group has been formed through the Lake Wales Charter School Superintendent's office to work with all Lake Wales community daycares to bridge the gap for school readiness among the incoming kindergartners. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Current or Planned Programs to assist preschoolers:
*Two weeks prior to school startup, the Kindergarten Resource Teacher with the assistance of four classroom teachers, delivers a program to all Hillcrest Preschoolers.
*Attendance is voluntary but encouraged.
*During a period of two four-day weeks, 2 hours per day, the teachers prepare the student for transition.
*The assessment tool used is created by the kindergarten staff and the objectives for this activity include:
*The students will be able to: recognize his/her name in print; develop an awareness that print contains a message
*Demonstrate good listening skills
*Communicate ideas and needs in an appropriate way
*Handle books appropriately
*Learn appropriate uses of class materials; share space and materials
*Participate in group activities; practice one-to-one correspondence, and develop social skills with peers.
Parents will become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as The Code of Conduct as a result of this two week program. This program is evaluated each year by the individuals involved as well as by the grant given. The Kindergarten Resource Teacher is also available to assist preschool students with low readiness issues.

# Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

## Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 53% | 48% | No | 57% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 29% | 31% | Yes | 36% |
| Hispanic | 42% | 33% | No | 48% |
| White | 73% | 67% | No | 75% |
| English language learners | 32% | 22% | No | 39% |
| Students with disabilities | 23% | 26% | Yes | 31% |
| Economically disadvantaged | 46% | 40% | No | 51% |

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 60 | 20% | 25% |
| Students scoring at or above Achievement Level 4 | 81 | 27% | 32% |

### Florida Alternate Assessment (FAA)

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 20% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 80% |

### Learning Gains

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students making learning gains (FCAT 2.0 and FAA) | 189 | 61% | 66% |
| Students in lowest 25% making learning gains (FCAT 2.0) | 76 | 65% | 70% |

**Comprehensive English Language Learning Assessment (CELLA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 35% |
| Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 5% |
| Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students) | *[data excluded for privacy reasons]* | | 0% |

## Area 2: Writing

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5 | 62 | 69% | 74% |
| Florida Alternate Assessment (FAA) Students scoring at or above Level 4 | *[data excluded for privacy reasons]* | | 100% |

## Area 3: Mathematics

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

| Group | 2013 Target % | 2013 Actual % | Target Met? | 2014 Target % |
|---|---|---|---|---|
| All Students | 66% | 66% | Yes | 69% |
| American Indian | | | | |
| Asian | | | | |
| Black/African American | 44% | 53% | Yes | 50% |
| Hispanic | 63% | 63% | Yes | 67% |
| White | 79% | 77% | No | 81% |
| English language learners | 53% | 51% | No | 58% |
| Students with disabilities | 23% | 43% | Yes | 31% |
| Economically disadvantaged | 61% | 62% | Yes | 65% |

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 94 | 31% | 36% |
| Students scoring at or above Achievement Level 4 | 106 | 35% | 40% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 55% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 55% |

**Learning Gains**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Learning Gains | 152 | 49% | 54% |
| Students in lowest 25% making learning gains (FCAT 2.0 and EOC) | 76 | 53% | 58% |

## Area 4: Science

### Elementary School Science

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Achievement Level 3 | 14 | 15% | 20% |
| Students scoring at or above Achievement Level 4 | 13 | 14% | 19% |

**Florida Alternate Assessment (FAA)**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students scoring at Levels 4, 5, and 6 | *[data excluded for privacy reasons]* | | 20% |
| Students scoring at or above Level 7 | *[data excluded for privacy reasons]* | | 80% |

## Area 5: Science, Technology, Engineering, and Mathematics (STEM)

### All Levels

| | 2013 Actual # | 2013 Actual % | 2014 Target |
|---|---|---|---|
| # of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs) | 5 | | 5 |
| Participation in STEM-related experiences provided for students | 648 | 81% | 86% |

## Area 8: Early Warning Systems

**Elementary School Indicators**

| | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| Students who miss 10 percent or more of available instructional time | 66 | 10% | 9% |
| Students retained, pursuant to s. 1008.25, F.S. | 16 | 2% | 1% |
| Students who are not proficient in reading by third grade | 64 | 55% | 50% |
| Students who receive two or more behavior referrals | 8 | 1% | 1% |
| Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S. | 43 | 7% | 6% |

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

To increase the percentage of parent conferences to 5% as evidence by Title One End of the Year Family Involvement Summary & Refer to the inserted Parent Involvement Plan.
In addition we will inform parents their participation is needed to maintain Five Star status.

**Specific Parental Involvement Targets**

| Target | 2013 Actual # | 2013 Actual % | 2014 Target % |
|---|---|---|---|
| To increase parental conference participation by 5%. | 557 | 86% | 91% |

# Goals Summary

**G1.** To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G2.** To increase math proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G3.** To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G4.** To increase writing proficiency in grades 3-5 by five percent as evidenced on the FCAT 2.0.

# Goals Detail

**G1.** To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

### Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal
- Reading Resource Staff will implement coaching cycle with classroom teachers
- teachers will Increase exposure to informational text
- teachers will increase writing process during reading block
- Reading Resource Staff will conduct professional development on calculating text complexity
- Reading Resource Staff will conduct professional development to increase teacher knowledge of vocabulary strategies.

### Targeted Barriers to Achieving the Goal
- Students are using below grade level vocabulary when completing assignments involving speaking, writing, reading, and listening skills
- teachers lack of knowledge on computing text complexity

### Plan to Monitor Progress Toward the Goal

I-Observation Sign in Sheets from data chats

### Person or Persons Responsible
Administration and Reading Resource Staff

### Target Dates or Schedule:
Weekly for lesson plans, Monthly for observational checklist, Quarterly Data Chats

### Evidence of Completion:
I-Observation results Records of sign in sheets

**G2.** To increase math proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

### Targets Supported
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal
- Teachers will conduct fluency checks.
- Teachers in grade 3 will implement Math Start Literature during their math block.
- Acaletics will be used to improve proficiency with mathematic standards.
- Resource Staff will be used to implement the coaching cycle to increase teacher content knowledge in mathematics.

### Targeted Barriers to Achieving the Goal
- Students lack of fact fluency with single and multi-digits led to a lose of points in number operations on FCAT 2.0.

## Plan to Monitor Progress Toward the Goal

Recorded results within a spreadsheet Lesson Plans

### Person or Persons Responsible
Administration and Math Resource Team

### Target Dates or Schedule:
Monthly grade level meetings

### Evidence of Completion:
Discussions within grade level meetings based on the recorded results to create an action plan for individual students

**G3.** To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

### Targets Supported
- Science - Elementary School
- Parental Involvement
- EWS - Elementary School

### Resources Available to Support the Goal
- Science Coach
- Boot Camp supplemental resource
- Aims supplemental resource
- and Science Weekly supplemental resource

### Targeted Barriers to Achieving the Goal
- The is a lack of content knowledge for students and teachers.

**Plan to Monitor Progress Toward the Goal**

Science Discovery Classroom assessments

### Person or Persons Responsible
Administration

### Target Dates or Schedule:
Quarterly

### Evidence of Completion:
Lesson Plans Data will determine future follow-ups for staff members regarding professional development

**G4.** To increase writing proficiency in grades 3-5 by five percent as evidenced on the FCAT 2.0.

### Targets Supported
- Writing

- Parental Involvement

- EWS - Elementary School

### Resources Available to Support the Goal
- Writing Resource Coach

### Targeted Barriers to Achieving the Goal
- Students with limited vocabulary and expression language

**Plan to Monitor Progress Toward the Goal**

In house prompts

### Person or Persons Responsible
Administration

### Target Dates or Schedule:
Quarterly

### Evidence of Completion:
Lesson plans Results from in house prompts

## Action Plan for Improvement

**Problem Solving Key**

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

**G1.** To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G1.B1** Students are using below grade level vocabulary when completing assignments involving speaking, writing, reading, and listening skills

**G1.B1.S1** Classroom teachers will Implement Hillcrest Comprehensive Literacy Program with the support of the Reading Resource Staff.

### Action Step 1

Classroom walk-throughs Documentation in lessons plans

#### Person or Persons Responsible

Classroom teachers and Reading Resource Teacher

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Check lessons plans weekly Documentation in data notebook Observational checklists

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

I-Observation Sign in Sheets from data chats

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Weekly for lesson plans Monthly for observational checklist Quarterly Data Chats

#### Evidence of Completion

I-Observation results Records of sign in sheets

**Plan to Monitor Effectiveness of G1.B1.S1**

I-Observation Sign in Sheets from data chats

### Person or Persons Responsible

Administration and Reading Resource Staff

### Target Dates or Schedule

Weekly for lesson plans Monthly for observational checklist Quarterly Data Chats

### Evidence of Completion

I-Observation results Records of sign in sheets

**G1.B3** teachers lack of knowledge on computing text complexity

**G1.B3.S1** Professional Development for calculating Text Complexity.

### Action Step 1

Text complexity formula provided by Reading Resource Staff

### Person or Persons Responsible

Reading Resource Staff; Classroom teachers; paraprofessionals; and administration

### Target Dates or Schedule

Selected training day with follow up as needed

### Evidence of Completion

Teachers will evaluate text complexity used during instructional time for data chat discussions

### Facilitator:

Reading Resource Staff; Classroom Teachers; Paraprofessionals; Administration

### Participants:

Reading Resource Staff; Classroom teachers; paraprofessionals; and administration

**Plan to Monitor Fidelity of Implementation of G1.B3.S1**

Documentation in data notebooks and/or lessons plans

### Person or Persons Responsible

Administration

### Target Dates or Schedule

I-Observations

### Evidence of Completion

Documents in data notebooks and/or lessons plans will be reviewed by deadline dates

**Plan to Monitor Effectiveness of G1.B3.S1**

Documentation in data notebooks and/or lessons plans

### Person or Persons Responsible

Administration

### Target Dates or Schedule

I-Observations

### Evidence of Completion

Documents in data notebooks and/or lessons plans will be reviewed by deadline dates

**G2.** To increase math proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G2.B1** Students lack of fact fluency with single and multi-digits led to a lose of points in number operations on FCAT 2.0.

**G2.B1.S1** Students will be assessed on single and/or multi-digit fluency depending on grade level.

### Action Step 1

Acaletics Fluency Program Resource teacher created drills

### Person or Persons Responsible

Classroom teachers and Math Resource Staff

### Target Dates or Schedule

Weekly

### Evidence of Completion

Documentation in data notebook

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

Recorded results within a spreadsheet Lesson Plans

**Person or Persons Responsible**

Administration and Math Resource Team

**Target Dates or Schedule**

Monthly grade level meetings

**Evidence of Completion**

Discussions within grade level meetings based on the recorded results to create an action plan for individual students

**Plan to Monitor Effectiveness of G2.B1.S1**

Recorded results within a spreadsheet Lesson Plans

**Person or Persons Responsible**

Administration and Math Resource Team

**Target Dates or Schedule**

Monthly grade level meetings

**Evidence of Completion**

Discussions within grade level meetings based on the recorded results to create an action plan for individual students

**G3.** To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G3.B1** The is a lack of content knowledge for students and teachers.

**G3.B1.S1** Science Resource staff will provide professional development to the staff on implementation of supplemental materials to be used.

### Action Step 1

Science Boot Camp Aims Science Weekly

**Person or Persons Responsible**

Science Resouce Coach and Classroom Teachers

**Target Dates or Schedule**

Beginning of the year with follow-ups as needed

**Evidence of Completion**

Lesson Plans Sign In-Sheets

**Facilitator:**

Deeann Finnell

**Participants:**

Science Resouce Coach and Classroom Teachers

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

Science Discovery Classroom assessments

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson Plans Data will determine future follow-ups for staff members regarding professional development

**Plan to Monitor Effectiveness of G3.B1.S1**

Science Discovery Classroom assessments

### Person or Persons Responsible

Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Lesson Plans Data will determine future follow-ups for staff members regarding professional development

**G4.** To increase writing proficiency in grades 3-5 by five percent as evidenced on the FCAT 2.0.

**G4.B1** Students with limited vocabulary and expression language

**G4.B1.S1** Stimulate vocabulary and language development through descriptive words, read alouds, explicit word choice instruction, shared writing, modeling and writing in all content areas.

### Action Step 1

Blended curriculums include but not limited to children's literature, Kathy Robinson, Melissa Forney, etc...

### Person or Persons Responsible

Writing Resource Coach and classroom teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson Plans Coaching Schedule

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

In house prompts

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson Plans Results of in house prompts

**Plan to Monitor Effectiveness of G4.B1.S1**

In house prompts

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Lesson Plans Results of in house prompts

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How federal, state, and local funds, services, and programs are coordinated and integrated at the school**

Title I, Part A
Title I, Part A, funds school-wide services to Hillcrest Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, may include but not limited to support to provide after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.
Title I, Part C- Migrant
Migrant students enrolled in Hillcrest Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
N/A
Title II
Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Hillcrest Elementary are used to purchase but not limited to Beginning Teacher Program and various professional needs at the individual school.
Title III
The LEA which include Hillcrest Elementary will work together to provide such services as but not limited to: parent building capacity events, translation of documents, use of the T.A.L.K. System, and etc.
Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Polk County's grant. This is the final year of their competitive grant and Hillcrest Elementary will receive services under Polk County's direction.
Supplemental Academic Instruction (SAI)
N/A
Violence Prevention Programs
Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and drug awareness.
Nutrition Programs
Hillcrest Elementary is providing free breakfast and lunch to all students through the grant provided to the elementary schools in the Lake Wales Charter School system.
Head Start
N/A
Adult Education
N/A
Career and Technical Education
N/A
Job Training
N/A

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G1.B3** teachers lack of knowledge on computing text complexity

**G1.B3.S1** Professional Development for calculating Text Complexity.

### PD Opportunity 1

Text complexity formula provided by Reading Resource Staff

**Facilitator**

Reading Resource Staff; Classroom Teachers; Paraprofessionals; Administration

**Participants**

Reading Resource Staff; Classroom teachers; paraprofessionals; and administration

**Target Dates or Schedule**

Selected training day with follow up as needed

**Evidence of Completion**

Teachers will evaluate text complexity used during instructional time for data chat discussions

**G3.** To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G3.B1** The is a lack of content knowledge for students and teachers.

**G3.B1.S1** Science Resource staff will provide professional development to the staff on implementation of supplemental materials to be used.

### PD Opportunity 1

Science Boot Camp Aims Science Weekly

#### Facilitator

Deeann Finnell

#### Participants

Science Resouce Coach and Classroom Teachers

#### Target Dates or Schedule

Beginning of the year with follow-ups as needed

#### Evidence of Completion

Lesson Plans Sign In-Sheets

## Appendix 2: Budget to Support School Improvement Goals

**Budget Summary by Goal**

| Goal | Description | Total |
|------|-------------|-------|
| G1. | To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0. | $68,000 |
| G2. | To increase math proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0. | $102,000 |
| G3. | To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0. | $69,000 |
| G4. | To increase writing proficiency in grades 3-5 by five percent as evidenced on the FCAT 2.0. | $59,000 |
| | Total | $298,000 |

**Budget Summary by Funding Source and Resource Type**

| Funding Source | Personnel | Evidence-Based Program | Evidence-Based Materials | Total |
|----------------|-----------|------------------------|--------------------------|-------|
| Title One 20% and General Fund 80% | $68,000 | $0 | $0 | $68,000 |
| General Fund for program and Title One for resource staff | $0 | $102,000 | $0 | $102,000 |
| General Funds | $0 | $0 | $69,000 | $69,000 |
| Title One | $59,000 | $0 | $0 | $59,000 |
| Total | $127,000 | $102,000 | $69,000 | $298,000 |

**Budget Details**

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

**G1.** To increase reading proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G1.B1** Students are using below grade level vocabulary when completing assignments involving speaking, writing, reading, and listening skills

**G1.B1.S1** Classroom teachers will Implement Hillcrest Comprehensive Literacy Program with the support of the Reading Resource Staff.

### Action Step 1

Classroom walk-throughs Documentation in lessons plans

**Resource Type**

Personnel

**Resource**

Provide teachers with a high quality reading resource teacher

**Funding Source**

Title One 20% and General Fund 80%

**Amount Needed**

$68,000

**G2.** To increase math proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G2.B1** Students lack of fact fluency with single and multi-digits led to a lose of points in number operations on FCAT 2.0.

**G2.B1.S1** Students will be assessed on single and/or multi-digit fluency depending on grade level.

### Action Step 1

Acaletics Fluency Program Resource teacher created drills

**Resource Type**

Evidence-Based Program

**Resource**

Acaletics Math Supplemental Program/Professional Development and Math Resource Teacher

**Funding Source**

General Fund for program and Title One for resource staff

**Amount Needed**

$102,000

**G3.** To increase science proficiency in grades 3-5 by five percent as evidenced on FCAT 2.0.

**G3.B1** The is a lack of content knowledge for students and teachers.

**G3.B1.S1** Science Resource staff will provide professional development to the staff on implementation of supplemental materials to be used.

### Action Step 1

Science Boot Camp Aims Science Weekly

#### Resource Type

Evidence-Based Materials

#### Resource

Supplemental Programs and Resource Coach

#### Funding Source

General Funds

#### Amount Needed

$69,000

**G4.** To increase writing proficiency in grades 3-5 by five percent as evidenced on the FCAT 2.0.

**G4.B1** Students with limited vocabulary and expression language

**G4.B1.S1** Stimulate vocabulary and language development through descriptive words, read alouds, explicit word choice instruction, shared writing, modeling and writing in all content areas.

### Action Step 1

Blended curriculums include but not limited to children's literature, Kathy Robinson, Melissa Forney, etc...

#### Resource Type

Personnel

#### Resource

Writing Resource Coach

#### Funding Source

Title One

#### Amount Needed

$59,000