



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hilltop Elementary School
2401 US HIGHWAY 17 N
Wauchula, FL 33873
863-773-2750
www.hardee.k12.fl.us/hilltop_elementary

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
92%

Alternative/ESE Center
No

Charter School
No

Minority Rate
86%

School Grades History

2013-14
A

2012-13
A

2011-12
B

2010-11
A

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	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	29
Part III: Coordination and Integration	42
Appendix 1: Professional Development Plan to Support Goals	44
Appendix 2: Budget to Support Goals	46

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

Hilltop Elementary School

Principal

Douglas Herron

School Advisory Council chair

Hilaria Cuevas

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

Name	Title
Douglas Herron	Principal
Sheryl L. Mosley	Assistant Principal
Karen Hartman	Guidance Counselor
Sherri Kouns	Literacy Coach
Elizabeth Jaquez	Kindergarten Grade Chair
Ella Wolgast	First Grade Chair
Katie Durastanti/Lisa Spencer	Second Grade Co-Chairs
Lisa DeAnda/Lisa Spires	Third Grade Co-Chairs
Jessalyn Christenson/Tameka Olds	Fourth Grade Co-Chairs
Gretchen Mason	PBS Support Teacher
Pam Warren	Media Specialist

District-Level Information

District

Hardee

Superintendent

Mr. David D Durastanti

Date of school board approval of SIP

10/15/2013

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

Douglas Herron, School Principal
 Hilaria Cuevas, Parent- Chairperson
 Maria Silva, Parent- Vice Chairperson
 Kimberly Islas, Teacher- Secretary

Elva Bermudez, Parent
 Linda Calvillo, Teacher
 Cristina Gallegos, Teacher
 Tammy Gomez, Parent
 Karla Jose, Parent
 Crucita Lucatero, Parent
 Maricela Nulles, Parent

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

Hilltop's School Advisory Council will meet four times during this school year at the Hilltop Elementary. The SAC committee will meet to review and provide significant ideas to revise Hilltop Elementary Parent Involvement Plan yearly prior to their approval of the plan. The SAC also offers input of the District Parents Involvement Plan, as well as the School Improvement Plan midyear review. The SAC approves the expenditure of federal money toward purchasing materials and supplies for parent involvement activities, professional development, summer Data Analysis and Curriculum Development, use for incentives for students showing improvement. SAC also serve as a liaison and community contact for Hilltop Elementary.

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

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

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:

Douglas Herron

Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

BA in Buisness Administration MEd/ in Educational Leadership
 Certification in Middle Grades Math (5-9), Economics (6-12),
 Middle Grades Endorsement, and School Principal (All Levels)

Performance Record

Hilltop Elementary School

2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made learing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met.

2010-2011: School Grade of A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made learning gains in math; AYP not met.

2011-2012: School Grade of B; 58% of students met high standards in reading; 73% of students met high standards in math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math.

2012-2013: School Grade of A; 66% of students met high standards in reading; 69% of student met high standards in math; 61% of students met high standards in writing; 64% of students met high standards in science; 67% of students made reading gains; 66% of students made math gains; 69% of students in the lowest quartile made learning gains in reading; 66% of students in the lowest quartile made learning gains in math.

Sheryl L. Mosley

Asst Principal

Years as Administrator: 1

Years at Current School: 5

Credentials

B.A. Elementary Education, M.A. Curriculum and Instruction, S.Ed. Educational Leadership, Ed.D. Educational Leadership Certification in Educational Leadership (All Levels), Elementary Ed.1-6, ESOL Endorsement, Reading Endorsement, School Principal (All Levels)

Performance Record

Hilltop Elementary School

2008-2009: School Grade of A; 81% of student met high standards in reading; 82% of students met high standards in math; 87% of students met high standards in writing; 36% of students met high standards in science; 77% of students made learning gains in reading; 70% of students made learning gains in math; 61% of lowest quartile made learning gains in reading; 74% of lowest quartile made learning gains in math; AYP Met.
 2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met.
 2010-2011: School Grade of A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made learning gains in math; AYP not met.
 2011-2012: School Grade of B; 58% of students met high standards in reading; 73% of students met high standards in math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math.
 2012-2013: School Grade of A; 66% of students met high standards in reading; 69% of student met high standards in math; 61% of students met high standards in writing; 64% of students met high standards in science; 67% of students made reading gains; 66% of students made math gains; 69% of students in the lowest quartile made learning gains in reading; 66% of students in the lowest quartile made learning gains in math.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Sherri Kouns		
Full-time / District-based	Years as Coach: 1	Years at Current School: 7
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	BA in Elementary Education; Certification in Primary Ed.K-3, ESE K-12, ESOL Endorsement	
Performance Record	<p>Hilltop Elementary School</p> <p>2006-2007: School Grade of B; 67% of students met high standards in reading, 65% of students met high standards in math; 83% of students met high standards in writing; 39% of students met high standards in science; 70% of students made learning gains in reading; 66% of students learning gains in math; 59% of lowest quartile made learning gains in reading; 64% of lowest quartile made learning gains in math; AYP not met.</p> <p>2007-2008: School Grade of B; 75% of students met high standards in reading; 79% of students met high standards math; 66% of students met high standards in writing; 44% of students met high standards in math, AYP not met.</p> <p>2008-2009: School Grade of A; 81% of student met high standards in reading; 82% of students met high standards in math; 87% of students met high standards in writing; 36% of students met high standards in science; 77% of students made learning gains in reading; 70% of students made learning gains in math; 61% of lowest quartile made learning gains in reading; 74% of lowest quartile made learning gains in math; AYP Met.</p> <p>2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met.</p> <p>2010-2011: School Grade of A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made learning gains in math; AYP not met.</p> <p>2011-2012: School Grade of B; 58% of students met high standards in reading; 73% of students met high standards in math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math.</p> <p>2012-2013: School Grade of A; 66% of students met high standards in reading; 69% of student met high standards in math; 61% of students met high standards in writing; 64% of students met high standards in science; 67% of students made reading gains; 66% of students made math gains; 69% of students in the</p>	

lowest quartile made learning gains in reading; 66% of students in the lowest quartile made learning gains in math.

Classroom Teachers

of classroom teachers

26

receiving effective rating or higher

7, 27%

Highly Qualified Teachers

100%

certified in-field

26, 100%

ESOL endorsed

26, 100%

reading endorsed

7, 27%

with advanced degrees

2, 8%

National Board Certified

0, 0%

first-year teachers

3, 12%

with 1-5 years of experience

5, 19%

with 6-14 years of experience

11, 42%

with 15 or more years of experience

7, 27%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

5, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

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

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.

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

Mrs. Kouns will observe and offer feedback for the mentees. She will coach and model lessons for the mentees. Mrs. Kouns will host mentee meetings to discuss feedback from observations of evidence-based strategies she observes, she will make sure the mentees are implementing state standards and monitoring progress of students in their classrooms.

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

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, 4th Grade Writing Baseline, Beginning of Year assessments (K-2)

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

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.

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

The MTSS Leadership Team will meet with the School Advisory Council (SAC) to provide information leading to an understanding of the goals of MTSS and how the process will improve student achievement.

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: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment, Performance Matters, 4th Grade Writing Baseline, Beginning of Year assessments (K-2), IPT
 Progress Monitoring: PMRN, Performance Matters, District Benchmark Assessments, Accelerated Reader(AR), STAR Reports

Midyear: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment, Performance Matters, 4th Grade Writing Baseline, Mid-Year assessments (K-2), STAR Reports

End of Year: Progress Monitoring and Reporting Network (PMRN), Florida Assessments for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), District Benchmark Assessment, Performance Matters, End of Year assessment (K-2), STAR Reports, CELLA Testing

Frequency of Data Days: Twice a month for data analysis

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

With full implementation of MTSS continuing throughout the 2013-2014 school year, Hilltop Elementary School will continue to train and inform new staff and refresh existing staff about MTSS/PBS and the MTSS/PBS process. This ongoing professional development will be provided during teachers' common planning time, during faculty meetings, and during district in-service days. Staff will also review data to address any needed changes to instructional focuses. An MTSS/PBS evaluation session will be held in May 2014.

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:** 5,670

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

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

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, Literacy Coach, After-School teachers/paras

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Doug Herron	Principal
Sheryl L. Mosley	Assistant Principal
Karen Hartman	Guidance Counselor
Sherri Kouns	Literacy Coach
Kimberly Islas	5th Grade Teacher
Jessalyn Christenson/Tameka Olds	4th Grade Teachers
Lisa DeAnda/Lisa Spires	3rd Grade Teachers
Katie Durastanti/Lisa Spencer	2nd Grade Teachers
Ella Wolgast	1st Grade Teacher
Elizabeth Jaquez	Kindergarten Teacher
Gretchen Mason	PBS Support Teacher
Pam Warren	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team (LLT) meets once per month. Douglas Herron, Principal and Sheryl Mosley, Assistant Principal work together to set the agenda and lead the meetings. In addition to following the District K-12 Reading Plan and ongoing initiatives, Sherri Kouns, Literacy Coach helps identify and set agenda items, based on needs she has observed during the course of her duties. She also provides professional development on Webb's Depth of Knowledge through monthly faculty meetings. There will be a stronger focus on the implementation of CCSS in K-5 grade levels. Assistant

Principal, Sheryl Mosley, assures that all members of the faculty and staff sign-in, keeping track of sign-in sheets and agendas for Title I documentation.

Major initiatives of the LLT

- 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 CCSS in K-5 grade levels.
- Writing will be integrated across the curriculum.

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

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.

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	69%	66%	No	72%
American Indian				
Asian				
Black/African American				
Hispanic	65%	61%	No	69%
White	80%	84%	Yes	82%
English language learners	57%	56%	No	61%
Students with disabilities	53%	33%	No	57%
Economically disadvantaged	68%	64%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	47	30%	33%
Students scoring at or above Achievement Level 4	51	33%	37%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	104	67%	74%
Students in lowest 25% making learning gains (FCAT 2.0)	38	69%	76%

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)	94	58%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	65	40%	44%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	61	38%	42%

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	32	61%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		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	74%	69%	No	77%
American Indian				
Asian				
Black/African American				
Hispanic	75%	70%	No	78%
White	71%	68%	No	74%
English language learners	71%	65%	No	74%
Students with disabilities	64%	39%	No	68%
Economically disadvantaged	74%	69%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	40%	44%
Students scoring at or above Achievement Level 4	56	36%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		55%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	102	66%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	26	66%	73%

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	20	39%	43%
Students scoring at or above Achievement Level 4	12	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

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			
Students retained, pursuant to s. 1008.25, F.S.	40	18%	9%
Students who are not proficient in reading by third grade	15	26%	13%
Students who receive two or more behavior referrals	21	42%	21%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	12	24%	12%

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

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 parents (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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent attendance at school meetings	200	50%	60%
		%	%

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%.

Goals Detail

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

Targets Supported

Resources Available to Support the Goal

- 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

- 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 the Goal

Lesson Plans, Rtl Meetings, CWT, Performance Matters Data

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coach and Guidance Counselor

Target Dates or Schedule:

Weekly

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%.

Targets Supported

Resources Available to Support the Goal

- 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

- 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 the Goal

Student Data Sheet, RtI Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher, ESE Teacher, Resource Teacher

Target Dates or Schedule:

Daily for Classroom, Weekly for Administration & Literacy Coach

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%.

Targets Supported

Resources Available to Support the Goal

- 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

- 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 the Goal

Student Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, PLC, Classroom Teacher

Target Dates or Schedule:

Daily (Classroom), Weekly (Administration & PLC)

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).

Targets Supported

Resources Available to Support the Goal

- 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

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

Plan to Monitor Progress Toward the Goal

RtI Data, Student Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher, PLC

Target Dates or Schedule:

Daily (Classroom), Weekly (Administration & PLC)

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).

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- 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

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

Plan to Monitor Progress Toward the Goal

Student Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule:

Daily (Classroom), Weekly (Administration)

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).

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- 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

- Providing mastery of high complexity text items in Science.

Plan to Monitor Progress Toward the Goal

Student Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule:

Daily (Classroom), Weekly (Administration)

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%.

Targets Supported

Resources Available to Support the Goal

- 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

- 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 the Goal

District BM Data, Cold Read Data

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule:

As assessments are given

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%.

Targets Supported

Resources Available to Support the Goal

- 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

- 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 the Goal

Benchmark Assessments, Cold Reads

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teachers

Target Dates or Schedule:

After assessments (District and School)

Evidence of Completion:

Benchmark Student Scores, Cold Read Scores

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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.

Action Step 1

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

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, and Classroom Teacher

Target Dates or Schedule

Following major assessments. Weekly for classroom assessments.

Evidence of Completion

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

Facilitator:

Literacy Coach, Teachers, Guidance Counselor

Participants:

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

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

Lesson Plans, Rtl Documentation, Rtl Meetings

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coach and Guidance Counselor

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Rtl Meetings, PLC Meetings, Oncourse Website

Person or Persons Responsible

Principal, Assistant Principal, Curriculum Coach and Guidance Counselor

Target Dates or Schedule

Weekly

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%.

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

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

Action Step 1

Prerequisite & requisite skills

Person or Persons Responsible

ESE Teacher, Classroom Teacher, Resource Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Assessment Data (School and District)

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

Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plans Message, PD360 Observations

Plan to Monitor Effectiveness of G2.B1.S1

Data Sheets (Student/Classroom), RtI Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher, Students

Target Dates or Schedule

Daily in the classroom, Weekly for Administration and Literacy Coach

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.

Action Step 1

Gradual Release Process, Lesson Plans

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plan Reviews, Student Work

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

Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Lesson Plan Reviews, PD360 Messages

Plan to Monitor Effectiveness of G2.B1.S2

Student Data, Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

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%.

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

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.

Action Step 1

RtI Lesson Plans, FCIM Lessons, Computer assisted instruction

Person or Persons Responsible

Classroom Teacher, Resource Teacher, PLC

Target Dates or Schedule

Daily

Evidence of Completion

FCIM Assessment Data, Generated reports through computer programs

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

RtI Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

Evidence of Completion

PD360 Reviews, Computer Data

Plan to Monitor Effectiveness of G3.B1.S1

Student Assessment Data, FCIM Data

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

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).

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

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

Action Step 1

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

Person or Persons Responsible

Classroom Teacher, PLC

Target Dates or Schedule

Daily (Classroom), Weekly (PLC)

Evidence of Completion

Rtl Fidelity Sheets

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

Rtl Fidelity Forms, Rtl Lesson Plans

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom) Weekly (Administration)

Evidence of Completion

Rtl Meetings

Plan to Monitor Effectiveness of G4.B1.S1

RtI Fidelity Sheet, Student Data (District & School)

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teachers, PLC

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

Evidence of Completion

RtI Meetings

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

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

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

Action Step 1

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

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Products, Assessments (School & District)

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

Student Science Journals, Student Work Products

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S1

Lesson Plans, PD360, Rtl Lesson Plans

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

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.

Action Step 1

Science Journal, Written Responses, Student Work Products

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Student Work Products, Assessments (School & District)

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

Student Science Journals, Student Work Products

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

Evidence of Completion

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

Plan to Monitor Effectiveness of G5.B1.S2

Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

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).

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

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

Action Step 1

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

Person or Persons Responsible

Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (PLC)

Evidence of Completion

Lesson Plan Reviews

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

Science Journals, Student Work Products, Written Responses

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

Evidence of Completion

Student Data

Plan to Monitor Effectiveness of G6.B1.S1

Lesson Plans, PD360

Person or Persons Responsible

Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Daily (Classroom), Weekly (Administration)

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%.

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)

Action Step 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.

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Classroom Teachers

Target Dates or Schedule

Weekly through RtI Documentation

Evidence of Completion

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

Facilitator:

Literacy Coach

Participants:

Principal, Assistant Principal, Literacy Coach, Classroom Teachers

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

Data Notebooks, RtI Documentation, Trendline data,

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Classroom Teachers, PLC Group

Target Dates or Schedule

Weekly

Evidence of Completion

RtI Binders, Data Notebooks, RtI Documentation - Trendline Data

Plan to Monitor Effectiveness of G7.B1.S1

RtI Binders, Data Binders, District BM Assessment Scores

Person or Persons Responsible

Principal, Assistant Principal, Literacy Coach, Classroom Teacher

Target Dates or Schedule

Weekly

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%.

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

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.)

Action Step 1

Learning Resources

Person or Persons Responsible

Classroom Teachers, Resource Teachers, Literacy Coach, Media Specialist

Target Dates or Schedule

As needed

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

ESOL Attendance, Resource Check-out, Workshop Attendance

Person or Persons Responsible

Assistant Principal, Literacy Coach, Media Specialist

Target Dates or Schedule

As needed

Evidence of Completion

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

Plan to Monitor Effectiveness of G8.B1.S1

Resource check-out, ESOL Attendance sheets

Person or Persons Responsible

Assistant Principal, Literacy Coach

Target Dates or Schedule

Monthly

Evidence of Completion

Survey, Resource check-out sheets

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G8.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

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.

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. 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

Target Dates or Schedule

Following major assessments. Weekly for classroom assessments.

Evidence of Completion

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

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

Target Dates or Schedule

Weekly through RtI Documentation

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Title I and General Budget Funding		\$0
Total		\$0

Budget Details

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

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)

Action Step 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.

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

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

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

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.)

Action Step 1

Learning Resources

Resource Type

Evidence-Based Program

Resource

Reading Professional Development with Strategies Unlimited, as well as Rally Education Reading Success Software Program

Funding Source

Title I and General Budget Funding

Amount Needed

\$0