

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Hilliard Elementary School  
27568 OHIO ST  
Hilliard, FL 32046  
904-845-4471

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 62%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 9%

### School Grades History

<b>2013-14</b> A	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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### 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.

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## **Purpose and Outline of the SIP**

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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**

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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**

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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**

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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**

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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**

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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

Hilliard Elementary School

##### Principal

Lee Ann Jackson

##### School Advisory Council chair

Amanda Moore

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

Name	Title
Lee Ann Jackson	Principal
Tammy Smith	Asst. Principal
Rhonda Tilley	Guidance / ESE Grade Level
Donna Graves	Kind Grade Level
Laurie Merwarth	First Grade Level
Karen Starling	Second Grade Level
Janet Salmon	Third Grade Level
Melissa Johnson	Fourth Grade Level
Amanda Moore	Fifth Grade Level / SAC Chairperson

#### District-Level Information

##### District

Nassau

##### Superintendent

Dr. John L Ruis

##### Date of school board approval of SIP

11/14/2013

### 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

Lee Ann Jackson - Principal  
 Amanda Moore - SAC Chair / Teacher  
 Kerri Boatright - Secretary / Teacher  
 Melissa Johnson - Teacher  
 Emily Parks - Teacher  
 Earnie Wine - School Support Representative  
 Honi Mathews - Parent

Keri Maze - Parent  
John Clair - Parent  
Stephanie Cagle - Parent  
Alisa Jackson - Parent  
Nicole Clair - Parent  
Stormy Breeding - Community Representative

**Involvement of the SAC in the development of the SIP**

Feedback from parent, student and teacher surveys direct the formation of the school improvement plan. The School Advisory Council will review and have input on the school improvement plan at our regularly scheduled SAC meetings. The SAC will vote to approve the draft School Improvement Plan prior to submission to the School Board for approval.

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

The Hilliard Elementary School Advisory Council meets the first Thursday of every other month or more frequently if necessary. The School Advisory Council will discuss and approve the School Improvement Plan. They will have input on school policies and the school budget. They will also discuss and approve "A" school money distribution. The SAC will review school test data and the school climate surveys.

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

SAC funds will be utilized to address professional development needs.

**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:**

**Lee Ann Jackson**

Principal

Years as Administrator: 22

Years at Current School: 0

**Credentials**

Degrees:  
 Bachelor of Arts in Elementary Education  
 Masters in Administration & Supervision  
 Juris Doctorate  
 Certification:  
 Early Childhood Education (Nursery Kindergarten)  
 Elementary Education (Grades 1-6)  
 Mathematics (Grades (5-9)  
 School Principal (All Levels)

**Performance Record**

2012– 2013 Principal, Callahan Intermediate School  
 School Grade: A  
 Reading: 69% of students at or above grade level  
 70% of students making a year's worth of progress  
 64%of struggling students making a year's worth of progress  
 Math: 73% of students at or above grade level  
 80% of students making a year's worth of progress  
 67% of struggling students making a year's worth of progress  
 Writing: 84% of the students met state standards in writing  
 Science: 65% of students above grade level  
 2011 – 2012 Principal, Callahan Intermediate School  
 School Grade: A  
 Reading: 69% of students at or above grade level  
 70% of students making a year's worth of progress  
 64%of struggling students making a year's worth of progress  
 Math: 73% of students at or above grade level  
 80% of students making a year's worth of progress  
 67% of struggling students making a year's worth of progress  
 Writing: 84% of the students met state standards in writing  
 Science: 65% of students above grade level  
 2010 – 2011 Principal, Callahan Intermediate School  
 School Grade: A  
 AYP: No- 95% (Only 78 % of Economically Disadvantaged students scored at or above grade level in Reading and Math and they are required to score 79% and 80% respectively.)  
 Reading: 83% of students at or above grade level  
 67% of students making a year's worth of progress  
 55% of struggling students making a year's worth of progress  
 Math: 83% of students at or above grade level  
 65% of students making a year's worth of progress  
 64% of students making a year's worth of progress  
 Writing 87% of the students met state standards in writing  
 Science 57% of students above grade level  
 2009-2010 Principal, Callahan Intermediate School  
 School Grade: A  
 AYP: YES- 100%  
 Reading: 85% of students at or above grade level  
 67% of students making a year's worth of progress

55% of struggling students making a year's worth of progress  
Math: 87% of students at or above grade level  
65% of students making a year's worth of progress  
63% of students making a year's worth of progress  
Writing: 85% of the students met state standards in writing  
Science: 57% of students above grade level

2008 – 2009 Principal, Callahan Intermediate School

School Grade : A

AYP: Yes – 100 %

Reading: 83% of students at or above grade level  
67% of students making a year's worth of progress  
63% of struggling students making a year's worth of progress  
Math: 87% of students at or above grade level  
69% of students making a year's worth of progress  
70% of struggling students making a year's worth of progress  
Writing: 90% of the students met state standards in writing  
Science: 49% of students above grade level

2007 - 2008 Principal, Callahan Intermediate School

School Grade : A

AYP: No – 95 %

Reading: 88% of students at or above grade level  
70% of students making a year's worth of progress  
61% of struggling students making a year's worth of progress  
Students with disabilities need improvement in Reading  
Math: 85% of students at or above grade level  
69% of students making a year's worth of progress  
69% of struggling students making a year's worth of progress  
Students with disabilities need improvement in Math  
Writing: 77% of the students met state standards in writing  
Science: 52% of students above grade level

2006 – 2007 Principal, Callahan Intermediate School

School Grade : A

AYP: Yes – 100 %

Reading: 91% of students at or above grade level  
80% of students making a year's worth of progress  
74% of struggling students making a year's worth of progress  
Math: 85% of students at or above grade level  
71% of students making a year's worth of progress  
75% of struggling students making a year's worth of progress  
Writing: 88% of the students met state standards in writing  
Science: 58% of students above grade level

2005-2006 Principal, Callahan Intermediate School

School Grade : A

AYP: Yes – 100 %

Reading: 86% of students at or above grade level  
62% of students making a year's worth of progress  
62% of struggling students making a year's worth of progress  
Math: 82% of students at or above grade level  
70% of students making a year's worth of progress  
Writing: 87% of the students met state standards in writing

2004-2005 Principal, Callahan Intermediate School



School Grade : A  
AYP: Yes – 100 %  
Reading: 84% of students at or above grade level  
72% of students making a year's worth of progress  
67% of struggling students making a year's worth of progress  
Math: 81% of students at or above grade level  
72% of students making a year's worth of progress  
Writing: 74% of the students met state standards in writing  
2003-2004 Principal Callahan Intermediate School  
School Grade : A  
AYP: No – 97 %  
Reading: 82% of students at or above grade level  
63% of students making a year's worth of progress  
57% of struggling students making a year's worth of progress  
Math: 73% of students at or above grade level  
63% of students making a year's worth of progress  
Writing: 84% of the students met state standards in writing  
2002-2003 Principal, Callahan Intermediate School  
School Grade : A  
Reading: 79% of students at or above grade level  
71% of students making a year's worth of progress  
67% of struggling students making a year's worth of progress  
Math: 71% of students at or above grade level  
76% of students making a year's worth of progress  
Writing: 86% of the students met state standards in writing  
2001 – 2002 Principal, Callahan Intermediate School  
School Grade : B  
Reading: 73% of students at or above grade level  
60% of students making a year's worth of progress  
50% of struggling students making a year's worth of progress  
Math: 68% of students at or above grade level  
72% of students making a year's worth of progress  
Writing: 77% of the students met state standards in writing  
2000 – 2001 Principal, Callahan Intermediate School  
School Grade : A  
69+% of students Level 3 and above in FCAT Reading  
57+% of students Level 3 and above in FCAT Math  
91+% of students Level 3 and above in FCAT Writing  
1999– 2000 Principal, Callahan Intermediate School  
School Grade : A  
65+% of students Level 3 and above in FCAT Reading  
57+% of students Level 3 and above in FCAT Math  
84+% of students Level 3 and above in FCAT Writing  
1998-1999  
School Grade : B

**Tammy Smith**

Asst Principal

Years as Administrator: 7

Years at Current School: 7

**Credentials**

Degrees:  
 Bachelor of Fine Arts  
 Masters of Arts in Education  
 Certifications:  
 Educational Leadership (Grades K-12)  
 School Principal (All Levels)  
 Elementary Education (Grades K-6)  
 Art (Grades K-12)

**Performance Record**

2012-2013  
 Assistant Principal of Hilliard Elementary School  
 School Grade: A  
 Reading: 74% of students at or above grade level  
 71% of students making a years worth of progress  
 76% of struggling students making a years worth of progress  
 Math: 85% of students at or above grade level  
 75% of students making a years worth of progress  
 82% of struggling students making a years worth of progress  
 Writing: 78% of students met state standards in writing  
 Science: 78% of students at or above grade level  
 2011-2012  
 Assistant Principal of Hilliard Elementary School  
 School Grade: A  
 Reading: 75% of students at or above grade level  
 72% of students making a years worth of progress  
 76% of struggling students making a years worth of progress  
 Math: 79% of students at or above grade level  
 73% of students making a years worth of progress  
 72% of struggling students making a years worth of progress  
 Writing: 98% of students met state standards in writing  
 Science: 70% of students at or above grade level  
 2010-2011  
 Assistant Principal of Hilliard Elementary School  
 School Grade: A  
 AYP: No 95%  
 Reading: 93% of students at or above grade level  
 73% of students making a years worth of progress  
 60% of struggling students making a years worth of progress  
 Math: 93% of students at or above grade level  
 67% of students making a years worth of progress  
 75% of struggling students making a years worth of progress  
 Writing: 99% of students met state standards in writing  
 Science: 73% of students at or above grade level  
 2009-2010  
 Assistant Principal of Hilliard Elementary School  
 School Grade: A  
 AYP: Yes 100%  
 Reading: 86% of students at or above grade level

67% of students making a years worth of progress  
59% of struggling students making a years worth of progress  
Math: 93% of students at or above grade level  
89% of students making a years worth of progress  
90% of struggling students making a years worth of progress  
Writing: 94% of students met state standards in writing  
Science: 61% of students at or above grade level  
2008-2009  
Assistant Principal of Hilliard Elementary School  
School Grade: A  
AYP: No 97%  
Reading: 86% of students at or above grade level  
69% of students making a years worth of progress  
67% of struggling students making a years worth of progress  
Math: 87% of students at or above grade level  
70% of students making a years worth of progress  
61% of struggling students making a years worth of progress  
Writing: 98% of students met state standards in writing  
Science: 50% of students at or above grade level  
2007-2008  
Assistant Principal of Hilliard Elementary School  
School Grade: A  
AYP: No 97%  
Reading: 85% of students at or above grade level  
67% of students making a years worth of progress  
67% of struggling students making a years worth of progress  
Math: 87% of students at or above grade level  
73% of students making a years worth of progress  
77% of struggling students making a years worth of progress  
Writing: 95% of students met state standards in writing  
Science: 55% of students at or above grade level

## Instructional Coaches

### # of instructional coaches

1

### # receiving effective rating or higher

(not entered because basis is < 10)

### Instructional Coach Information:

**Suzanne Vanzant**

Full-time / School-based      Years as Coach: 3      Years at Current School: 3

**Areas**      Reading/Literacy

**Credentials**      Degrees:  
 Bachelors of Elementary Education  
 Certifications:  
 Elementary Education (Grades K-6)

**Performance Record**

2012-2013  
 Reading Coach of Hilliard Elementary School  
 School Grade: A  
 Reading: 74% of students at or above grade level  
 71% of students making a years worth of progress  
 76% of struggling students making a years worth of progress  
 Math: 85% of students at or above grade level  
 75% of students making a years worth of progress  
 82% of struggling students making a years worth of progress  
 Writing: 78% of students met state standards in writing  
 Science: 78% of students at or above grade level

2011-2012  
 Reading Coach of Hilliard Elementary School  
 School Grade: A  
 Reading: 75% of students at or above grade level  
 72% of students making a years worth of progress  
 76% of struggling students making a years worth of progress  
 Math: 79% of students at or above grade level  
 73% of students making a years worth of progress  
 72% of struggling students making a years worth of progress  
 Writing: 98% of students met state standards in writing  
 Science: 70% of students at or above grade level

**Classroom Teachers**

**# of classroom teachers**

52

**# receiving effective rating or higher**

52, 100%

**# Highly Qualified Teachers**

100%

**# certified in-field**

52, 100%

**# ESOL endorsed**

20, 38%

**# reading endorsed**

1, 2%

**# with advanced degrees**

21, 40%

**# National Board Certified**

5, 10%

**# first-year teachers**

2, 4%

**# with 1-5 years of experience**

17, 33%

**# with 6-14 years of experience**

20, 38%

**# with 15 or more years of experience**

14, 27%

**Education Paraprofessionals****# of paraprofessionals**

13

**# Highly Qualified**

13, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

2

**# receiving effective rating or higher**

(not entered because basis is &lt; 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**

1. Provision of mentoring, training and coaching for:

- a) first and second-year new teachers, including those in Alternative Certification (ACP) or Educator Preparation Institute (EPI) programs; and
- b) ESOL and Reading teachers in the process of earning an Endorsement.

These activities are coordinated with the district's Personnel system and through the provision of an ESOL Coach and an Instructional Strategies/New Teacher Coach.

2. In order to ensure that all teachers become Effective or Highly Effective, the district will provide resources, coaching, and professional development to any teacher whose overall evaluation rating is Needs Improvement or Unsatisfactory. The principal will conduct a conference with the teacher to determine specific goals and needs for professional development, in addition to needs for classroom strategies and behaviors.

3. Resources and/or professional development will be provided to support the skills and knowledge needed to increase the number of In-field/Highly Qualified/effective teachers. This will include provision of ESOL, Reading, and Gifted Endorsement courses; financial support for testing to add areas of certification to teachers' existing certificates; financial support for provision of study guides and workshops (as available); assistance with cost of adding subject areas to certificates to become

in-field in all courses taught.

4. The district will recruit effective teachers and leaders, including minorities, to ensure high quality and diversity of applicants and will retain exemplary teachers through recognition, incentives and leadership development opportunities.
5. Professional development activities and records are efficiently and effectively managed to ensure teachers maintain their certification and remain up to date in their areas of certification.

### **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**

- A. First year teachers participate in the following district professional development and mentoring activities:
1. New Teacher Orientation, including introduction to the Nassau District Schools' mission and values
  2. Professional Development in the district's Marzano Evaluation Framework.
  3. Monthly (8) New Teacher Professional Learning Community sessions with text: Why Didn't I Learn This in College?
  4. Common Core Standards and Lesson Planning
  5. The Florida Educator Code of Ethics
  6. Conducting Effective Parent Conferences
  7. District E-mail Protocol and technology-based curriculum programs
  8. Professional Education Competencies, as applicable
  9. Classroom and Behavior Management
  10. Other professional development as specified by the school or district, such as Reading, ESOL, or Writing.
- B. Observation and Coaching/Mentoring Components:
1. Two classroom observations followed by a feedback conference, conducted by the District Instructional Strategies Coach who is trained in highly trained in Clinical Education, observation and feedback/coaching strategies, and the Marzano framework.
  2. Two classroom observations (one per semester) followed by a feedback conference, conducted by a mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher, has been rated as Highly Effective, has been provided with CET or similar training and coaching resources, and is selected by the principal as a mentor.
  3. Two classroom observations (one per semester) followed by a feedback conference, by the new teacher in the classroom of the mentor teacher or other certified educator who teaches the same grade level/subject area as the new teacher and who has been rated as Highly Effective.
  4. On-going informal observations and coaching with feedback conducted by Instructional Strategies Coach, with related professional development resources available via the district's iObservation system.
  5. Walk-throughs, informal observations, and formal observations using the Marzano framework instrument, conducted by a trained principal, assistant principal or other administrator, with related professional development resources available via the district's iObservation system.
- C. RATIONAL FOR MENTOR/NEW TEACHER PAIRINGS AND PLANNED MENTORING ACTIVITIES:
- The District Instructional Strategies Coach and the school principal confer to select a mentor teacher or other certified educator who teaches the same grade level/subject area/role as the new teacher or other educator, and who has been rated as Highly Effective.
- The planned mentoring activities provide on-going and regularly-scheduled opportunities for classroom visits and observations, reflection, and coaching and feedback, as well as monthly collaboration in PLCs for professional development in best practices and highly effective instructional

strategies. The purpose of these on-going support strategies is to increase teacher effectiveness and as a result, to increase student achievement.

### **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 school's leadership team oversees the implementation and monitoring of its MTSS and SIP structures through data-based decision making which identifies areas of deficit and identifies and provides supports and resources needed to address those deficits.

In order to identify those needs, the team must analyze data to determine deficits and other areas in need of improvement. The team looks at academic, attendance and behavior related data. As the team disaggregates the data, it is identifying which students are meeting grade level expectations and which are not. It is looking for patterns and trends in the data.

Leading questions: Is our core instruction meeting the needs of 75-80 % of our students? If not, is it a curriculum or instruction issue? Are certain groups of students failing to meet expectations in certain subjects? Or, are there certain groups who have other non-academic barriers to achievement that must be addressed before they will be able to meet academic success? Are there trends in achievement within specific subgroups that need to be addressed? Have resources (funding and staffing) been allocated in the most effective and efficient manner to meet the needs of all stakeholders?

Once those areas of need have been identified, the leadership team disseminates this information to the departments, literacy teams and other school based teams. The teams will provide input to the leading questions and assist in determining appropriate research based interventions to remediate specific deficits and identify other available resources to meet individual student needs. The departments/teams oversee the implementation of the interventions and monitor student progress through regularly scheduled meetings. The progress monitoring information will be shared with the leadership team and departments/teams together will monitor the effectiveness of interventions through student progress monitoring data and fidelity checks.

#### **The Problem Solving Process**

The Problem Solving/Response to Intervention model is a decision making process based on the scientific method of problem solving. Florida has embraced the problem solving methodology and incorporated it into its Response to Intervention model.

The Problem Solving process requires the following steps: Problem Identification, Problem Analysis, Intervention Design/ Implementation, and Evaluation: Response to Intervention.

Data based decisions are expected at all levels of the school: school, grade/departments, classroom, (AYP) subgroups (i.e., race, free/reduced lunch, ELL, ESE). A collaborative approach by school staff for development, implementation, and monitoring of the intervention process is expected.

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

The school-based leadership team is responsible for disaggregating and analyzing data to determine areas of deficit. The team is to identify problems within the general population of students and within subgroups of students, analyze why the problems are occurring, formulate an intervention plan and then measure the effectiveness of the interventions through regular progress monitoring. Their plan to address and remediate areas of deficit becomes their MTSS and forms the basis for the school improvement plan.

The MTSS core team consists of: administrator, school counselor, literacy coach, department heads, and instructional coach. The MTSS leadership team is responsible for ensuring that the school has in place a



system that provides increasingly intense and individualized interventions, resources and supports needed to meet the unique needs of its students.

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

Classroom observations.  
Walk-throughs.  
Lesson plan documentation.  
Monitor grade level reports from progress monitoring assessments.  
Monitor discipline referrals and attendance reports.  
Monitor course-work grades.

**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**

Data Sources:  
Tier I - SAT 10, FCAT 2.0, FAA, EOC, EOCs, FAIR  
Tier II – Program specific  
Tier III – Student Specific; PMP student individualized progress monitoring plans.  
Data Management Systems: FOCUS, PMRN, DATA STAR, IDMS

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

The District Rtl Specialist and district support personnel are available to meet with and assist school based teams upon request (school psychologist, staffing specialist, behavior specialist, social worker). The Florida Department of Education offers a free Introductory on-line course: Introduction to Problem Solving and Response to Intervention  
The Nassau County District Problem Solving/Response to Intervention Process Implementation Guide

- PLC meetings
- Professional development – webinars, workshops
- Data Star
- District support staff

**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:** 11,000

Tutoring in Reading and Math

**Strategy Purpose(s)**

- Instruction in core academic subjects

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

We will utilize data collected from Lexia, STAR Reading and Math, Stanford 10, FCAT and FAIR to evaluate student progress and the success of our tutoring program.

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

Reading Coach

**Literacy Leadership Team (LLT)**

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

Name	Title
Lee Ann Jackson	Principal
Tammy Smith	Assistant Principal
Donna Graves	Kind. Chairperson
Laurie Merwarth	First Grade Chairperson
Karen Starling	Second Grade Chairperson
Janet Salmon	Third Grade Chairperson
Melissa Johnson	Fourth Grade Chairperson
Amanda Moore	Fifth Grade Chairperson
Rhonda Tilley	ESE Chairperson & Guidanc
Sue Vanzant	Reading Coach

**How the school-based LLT functions**

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building, to identify literacy goals and to develop an action plan to achieve those goals. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees will serve in this role. Literary Leadership teams meet regularly to address professional development in literacy, content area literacy initiatives, and reading intervention programs. The principal and reading/literacy coach at the school chair or co-chair these meetings.

**Major initiatives of the LLT**

The LLT will support instructional strategies to improve reading comprehension and the Common Core State Standards for College and Career Readiness in reading, writing, speaking, listening, and language. The LLT team will provide professional development throughout the year to ensure that text complexity, along with close reading and rereading of texts, is central to lessons, to provide scaffolding that does not

preempt or replace text reading by students, to develop and ask text dependent questions from a range of question types, to emphasize that students support their answers based upon evidence from the text, and to provide extensive research and writing opportunities.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

The Reading Coach, along with the principal and Literacy Leadership Team employ research-based strategies to support reading/writing instruction across the curriculum. The Reading Coach provides professional development activities to engage all teachers through Professional Learning Communities. Students' mastery of the Common Core State Standards, FCAT 2.0, ACT, SAT, and PERT requires a unified approach by all teachers to meet the particular challenges of reading and writing in each subject area. Teachers' use of high quality complex text will provide a context for building language and vocabulary. By extracting information from more complex informational text, using text evidence to explain and justify an argument in discussion and writing, analyzing and critiquing the effectiveness and quality of an author's writing style, presentation, or argument, students reading skills will become more highly developed. Monitoring the effectiveness of this goal will include: classroom walkthrough data, program data, progress monitoring data, lesson plans, and student artifacts.

## 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

The Nassau Schools that contain primary grades work in concert with Episcopal Children's Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

## 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	80%	74%	No	82%
American Indian				
Asian				
Black/African American	76%	67%	No	78%
Hispanic				
White	81%	74%	No	83%
English language learners				
Students with disabilities	42%	39%	No	48%
Economically disadvantaged	77%	73%	No	79%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	102	30%	32%
Students scoring at or above Achievement Level 4	150	44%	46%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	242	71%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	65	76%	78%

### 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	91	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	64	55%	57%

### 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	84%	85%	Yes	86%
American Indian				
Asian				
Black/African American	64%	60%	No	68%
Hispanic				
White	85%	86%	Yes	87%
English language learners				
Students with disabilities	50%	61%	Yes	55%
Economically disadvantaged	80%	84%	Yes	82%

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

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	116	34%	36%
Students scoring at or above Achievement Level 4	174	51%	53%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	256	75%	77%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	70	82%	84%

**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	32	33%	35%
Students scoring at or above Achievement Level 4	42	43%	45%

**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 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		7
Participation in STEM-related experiences provided for students	724	100%	100%

**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	131	18%	17%
Students retained, pursuant to s. 1008.25, F.S.	36	4%	4%
Students who are not proficient in reading by third grade	2	1%	1%
Students who receive two or more behavior referrals	20	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	1%	1%

**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**

Hilliard Elementary School strives to offer a variety of activities to involve families in the educational process of their children. Activities range from educational activities that help parents better work with their children to fun activities that involve the whole family. Activities are offered at a variety of days and times to better meet family needs.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Number of parents that participate in	2650	75%	78%

## Goals Summary

- G1.** Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.

## Goals Detail

**G1.** Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.

### Targets Supported

- Writing
- Science - Elementary School

### Resources Available to Support the Goal

- Common Core Curriculum, Lexia, FCAT Explorer, ThinkCentral, FAIR, STAR Reading, STAR Math, IXL, Academy of Reading, Discovery Education, Instructional Focus Calendars, Brain Pop, and other assorted supplemental materials.

### Targeted Barriers to Achieving the Goal

- Students perform at a wide variety of ability levels.
- Parental knowledge or ability may be limited when assisting students with in reading, math, science and or writing process.
- Time and money required to provide quality staff development.

## Plan to Monitor Progress Toward the Goal

Student Achievement towards proficiency

### Person or Persons Responsible

Administration and SAC

### Target Dates or Schedule:

Middle and End of Year

### Evidence of Completion:

Progress monitoring assessments, FCAT, FAIR, IDMS and SAT 10

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.

**G1.B1** Students perform at a wide variety of ability levels.

**G1.B1.S1** Integrate the Science instruction into the Math and Reading curriculum. Provide differentiated instruction for various ability levels utilizing the Science Leveled Readers.

### Action Step 1

Provide small group instruction in the Reading Block that integrates Science curriculum in a meaningful manner

#### Person or Persons Responsible

Administration, teachers, support personnel, reading coach

#### Target Dates or Schedule

Daily

#### Evidence of Completion

Lesson Plans, Classroom observations

#### Facilitator:

NEFEC - BRIDGES

#### Participants:

Robyn Renzelman, Lee Ann Jackson

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

Integration of Science Curriculum into the Reading Block including utilization of Science Leveled Readers

**Person or Persons Responsible**

Administration, Faculty and School Related Personnel

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans, Classroom observations

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

Formative and summative assessments

**Person or Persons Responsible**

Administration and Faculty

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment data

**G1.B1.S2** Provide differentiated Writing Instruction. Integrate Writing instructions into all curriculum areas. Provide additional support to Fourth Grade teachers and students through the Fourth Grade Writing Extension Program.

**Action Step 1**

Writing Instruction will be integrated into all curriculum areas. Additional assistance will be provided to fourth grade students and teachers through the Extension Teacher.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans, Classroom Observations



### **Plan to Monitor Fidelity of Implementation of G1.B1.S2**

Integration of writing into daily instruction and additional assistance through the Extension Program

**Person or Persons Responsible**

Administration, Faculty, School Related Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, Classroom Observations

### **Plan to Monitor Effectiveness of G1.B1.S2**

Formative and Summative Assessments

**Person or Persons Responsible**

Administration and Faculty

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment data

**G1.B1.S3** Provide small group teacher led instruction during the 90 minute math block to meet the learning needs of each student. Provide additional tutoring services for students that have demonstrated math deficiencies.

**Action Step 1**

Provide small group instruction during the 90 minute math block. Provide additional tutoring services to students who demonstrate math deficiencies

**Person or Persons Responsible**

Teacher, Extension Teacher, Support Personnel

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans and classroom observations

**Facilitator:**

Teachers, Administration, District Office Staff

**Participants:**

Teachers, Administration

**Plan to Monitor Fidelity of Implementation of G1.B1.S3**

Small group teacher led instruction and tutoring programs

**Person or Persons Responsible**

Administration, Faculty and School Related Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson Plans, Classroom observation, Meeting documentation, Staff Development documentation, Tutoring documentation

## Plan to Monitor Effectiveness of G1.B1.S3

Formative and summative assessments

### Person or Persons Responsible

Administration and Faculty

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Assessment data

**G1.B1.S4** Provide small group instruction during the 90 minute reading block to meet the learning needs of each student. Include response to literature and provide additional tutoring services for students that have demonstrated low reading performance.

### Action Step 1

Provide teacher led small group differentiated instruction for all students to meet individual needs

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Lesson plans and classroom observations; tutorial documentation

### Facilitator:

Teachers, District Office, Administration, Grade Level Chairpersons

### Participants:

Teachers, Administrators

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

Small group differentiated instruction, tutorial programs

#### Person or Persons Responsible

Administration, faculty and school-related staff

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Lesson plans, classroom observation, calendars, staff development documentation and attendance rosters for tutoring

### Plan to Monitor Effectiveness of G1.B1.S4

Formative and summative assessments

#### Person or Persons Responsible

Administration and faculty

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Assessment data

**G1.B2** Parental knowledge or ability may be limited when assisting students with in reading, math, science and or writing process.

**G1.B2.S1** Keep parents abreast of expectations and student progress. Provide parents with tools and opportunities to learn about the reading process and to help them better assist the children.

#### Action Step 1

Provide parental involvement opportunities and ongoing communication for parents

#### Person or Persons Responsible

Teachers and Administration

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Newsletters, School Reach messages, school and class calendars, parent surveys, sign-in sheets

### Plan to Monitor Fidelity of Implementation of G1.B2.S1

Monitoring parental involvement opportunities and notifications

**Person or Persons Responsible**

Administration, Teachers, and school related staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Parent Newsletters, calendars, parental involvement opportunities, Edline, FOCUS and sign-in sheets

### Plan to Monitor Effectiveness of G1.B2.S1

Formative and Summative Assessments

**Person or Persons Responsible**

Administration and teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment data

**G1.B3** Time and money required to provide quality staff development.

**G1.B3.S1** Provide collaborative planning time and professional development for teachers. Provide county and/or school-wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

**Action Step 1**

Provide collaborative planning time and professional development to meet the need of teachers

**Person or Persons Responsible**

Administration, Faculty and District Office Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, Professional Growth Plan, and deliberate practice, sign-in sheets, agendas

**Facilitator:**

Teachers, Administration

**Participants:**

Faculty and Staff

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

Documentation of planning time for teachers, implementation of county and/or schoolwide staff development

**Person or Persons Responsible**

Administration, faculty and school related staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, classroom observation, meeting documentation, staff development documentation, sign-in sheets

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

Formative and Summative Assessments

**Person or Persons Responsible**

Administration and faculty

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Assessment data, teacher observation data, lesson plans, and classroom observations

## 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

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to students. Teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include Parental Programs; Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

#### Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher Program
  - training for add-on endorsement programs, such as Reading, Gifted, ESOL
- training and substitute release time for Professional Learning Community (PLC) development and facilitation

#### Title III

The District provides supplemental academic instruction and services to students who are ELL. The district employees an ELL instructional coach.

Title X- A portion of funds are set aside and reserved to meet the academic and personal needs of identified homeless families. These needs could include academic supplies or assistance with personal hygiene items, or referrals to social service agencies.

#### Supplemental Academic Instruction (SAI)

These funds are utilized to provide supplemental academic coaches.

#### Violence Prevention Programs:

The District has adopted bullying prevention and intervention policies and procedures. Each year training is provided.

#### Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education is taught through many programs and courses
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

#### Head Start

The Nassau Schools that contain primary grades work in concert with Episcopal Childrens Services, Child Find, and other service agencies in order to strengthen curriculum offerings, provide ease of transition to kindergarten, increase community involvement, and increase meaningful parent involvement.

#### Adult Education

Nassau County Adult High school provides courses to all eligible students on the senior high school's recommendation. Courses can be taken for credit recovery, promotion, remediation, or grade forgiveness purposes. Adult Education also offers night classes for GED Prep at four locations on a flexible schedule.

#### Career and Technical Education

Articulation agreements allow students to earn college and postsecondary technical credits in high school and provide more opportunities for students to work towards postsecondary degrees.



Students will gain an understanding of business and industry workforce requirements by acquiring Ready to Work and other industry certifications. Readiness for postsecondary opportunities will strengthen with the integration of academic and career and technical education components and a coherent sequence of courses.

## 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.** Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.

**G1.B1** Students perform at a wide variety of ability levels.

**G1.B1.S1** Integrate the Science instruction into the Math and Reading curriculum. Provide differentiated instruction for various ability levels utilizing the Science Leveled Readers.

### **PD Opportunity 1**

Provide small group instruction in the Reading Block that integrates Science curriculum in a meaningful manner

#### **Facilitator**

NEFEC - BRIDGES

#### **Participants**

Robyn Renzelman, Lee Ann Jackson

#### **Target Dates or Schedule**

Daily

#### **Evidence of Completion**

Lesson Plans, Classroom observations

**G1.B1.S3** Provide small group teacher led instruction during the 90 minute math block to meet the learning needs of each student. Provide additional tutoring services for students that have demonstrated math deficiencies.

**PD Opportunity 1**

Provide small group instruction during the 90 minute math block. Provide additional tutoring services to students who demonstrate math deficiencies

**Facilitator**

Teachers, Administration, District Office Staff

**Participants**

Teachers, Administration

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson Plans and classroom observations

**G1.B1.S4** Provide small group instruction during the 90 minute reading block to meet the learning needs of each student. Include response to literature and provide additional tutoring services for students that have demonstrated low reading performance.

**PD Opportunity 1**

Provide teacher led small group differentiated instruction for all students to meet individual needs

**Facilitator**

Teachers, District Office, Administration, Grade Level Chairpersons

**Participants**

Teachers, Administrators

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Lesson plans and classroom observations; tutorial documentation

**G1.B3** Time and money required to provide quality staff development.

**G1.B3.S1** Provide collaborative planning time and professional development for teachers. Provide county and/or school-wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

**PD Opportunity 1**

Provide collaborative planning time and professional development to meet the need of teachers

**Facilitator**

Teachers, Administration

**Participants**

Faculty and Staff

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Lesson plans, Professional Growth Plan, and deliberate practice, sign-in sheets, agendas

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.	\$71,500
Total		\$71,500

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Personnel	Other	Total
District	\$500	\$0	\$0	\$500
Title One	\$0	\$48,000	\$0	\$48,000
Title One Supplemental Tutoring Monies	\$0	\$8,000	\$0	\$8,000
Title One monies, PTO, General Fund and District funds	\$0	\$0	\$5,000	\$5,000
Title One, District Staff Development Funds, General Funds	\$10,000	\$0	\$0	\$10,000
Total	\$10,500	\$56,000	\$5,000	\$71,500

### Budget Details

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

**G1.** Hilliard Elementary School will strive to help all students achieve proficiency in the Reading, Writing, Mathematics, and Science as determined by scoring a 3 or above on the FCAT 2.0 or 50% or greater on the Stanford 10.

**G1.B1** Students perform at a wide variety of ability levels.

**G1.B1.S1** Integrate the Science instruction into the Math and Reading curriculum. Provide differentiated instruction for various ability levels utilizing the Science Leveled Readers.

#### Action Step 1

Provide small group instruction in the Reading Block that integrates Science curriculum in a meaningful manner

#### Resource Type

Professional Development

#### Resource

BRIDGES training, substitutes, travel to workshops

#### Funding Source

District

#### Amount Needed

\$500

**G1.B1.S2** Provide differentiated Writing Instruction. Integrate Writing instructions into all curriculum areas. Provide additional support to Fourth Grade teachers and students through the Fourth Grade Writing Extension Program.

**Action Step 1**

Writing Instruction will be integrated into all curriculum areas. Additional assistance will be provided to fourth grade students and teachers through the Extension Teacher.

**Resource Type**

Personnel

**Resource**

Extension teacher is provided in Fourth Grade to support and assist teachers and students with the writing process.

**Funding Source**

Title One

**Amount Needed**

\$40,000

**G1.B1.S3** Provide small group teacher led instruction during the 90 minute math block to meet the learning needs of each student. Provide additional tutoring services for students that have demonstrated math deficiencies.

**Action Step 1**

Provide small group instruction during the 90 minute math block. Provide additional tutoring services to students who demonstrate math deficiencies

**Resource Type**

Personnel

**Resource**

Monies will be provided for additional tutoring services for students who demonstrate deficiencies in reading and/or math.

**Funding Source**

Title One Supplemental Tutoring Monies

**Amount Needed**

\$8,000

**G1.B1.S4** Provide small group instruction during the 90 minute reading block to meet the learning needs of each student. Include response to literature and provide additional tutoring services for students that have demonstrated low reading performance.

**Action Step 1**

Provide teacher led small group differentiated instruction for all students to meet individual needs

**Resource Type**

Personnel

**Resource**

Monies will be provided for additional tutoring services for students who demonstrate deficiencies in reading and/or math.

**Funding Source**

Title One

**Amount Needed**

\$8,000

**G1.B2** Parental knowledge or ability may be limited when assisting students with in reading, math, science and or writing process.

**G1.B2.S1** Keep parents abreast of expectations and student progress. Provide parents with tools and opportunities to learn about the reading process and to help them better assist the children.

**Action Step 1**

Provide parental involvement opportunities and ongoing communication for parents

**Resource Type**

Other

**Resource**

Monies for supplies and personnel to conduct appropriate parental activities, instructional and communication

**Funding Source**

Title One monies, PTO, General Fund and District funds

**Amount Needed**

\$5,000

**G1.B3** Time and money required to provide quality staff development.

**G1.B3.S1** Provide collaborative planning time and professional development for teachers. Provide county and/or school-wide staff development in CCSS implementation to include a focus on the six curriculum shifts and Marzano instructional strategies.

**Action Step 1**

Provide collaborative planning time and professional development to meet the need of teachers

**Resource Type**

Professional Development

**Resource**

Facilitators, substitutes and materials and resources

**Funding Source**

Title One, District Staff Development Funds, General Funds

**Amount Needed**

\$10,000