

2013-2014 SCHOOL IMPROVEMENT PLAN

Hiawassee Elementary
6800 HENNEPIN BLVD
Orlando, FL 32818
407-296-6410

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 100%
Alternative/ESE Center No	Charter School No	Minority Rate 99%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 C
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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

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

Hiawassee Elementary

Principal

Ladonna Johnson

School Advisory Council chair

Maira Gomez

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

Name	Title
Dr. Ethel Wellington Trawick	Assistant Principal
Arsha Jackson	Academic Coach
Carol Garrison-Dyches	Reading Coach
Angela Walton	Math Coach
Anthony Williams	Dean
Brenda Guevara-Santiago	Staffing Specialist/CCT
Melissa Clemmon	Parent Resource
Nesa Griseck	ESE Resource

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

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

Membership of the SAC

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

Involvement of the SAC in the development of the SIP

The SAC was responsible for helping the Leadership team determine new academic goals for this school year. The SAC will also provide funds for areas of academic improvement for the 2013-14 school year.

Activities of the SAC for the upcoming school year

The school improvement community will support school based strategies to support Reading, Math, Science, Writing and Common Core integration through collaboration, volunteerism, and community involvement.

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

TBD-will be based on actual academic school improvement needs in Reading, Math, Science, and Writing based activities. A survey will be conducted by the SAC committee to gather ideas and information about possible school 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:

Ladonna Johnson

Principal

Years as Administrator: 6

Years at Current School: 4

Credentials

Degrees:

B.S.-Exceptional Education in Specific Learning Disabilities from the University of Central Florida

M.Ed.-Educational Leadership for the University of Central Florida

Certifications:

ESE K-12, ESOL, Elementary Education K-6, Educational Leadership (all levels)

Performance Record

Assistant Principal of Sun Ridge Middle school in 2012-13: Grade A Reading- 74% of students in grades 6-8 made learning gains. 72% of students in the lowest 25% made gains in grades 6-8. 76% of students in Math grades 6-8 made learning gains. 74% of the lowest 25% made math gains in grades 6-8.

Assistant Principal of Hiawassee Elementary School in 2011-12: Grade A

Reading 54% students reading satisfactory or higher, Math 52% of students satisfactory or higher. Writing 74% of students satisfactory or higher. Science 51% of students satisfactory or higher. Reading 78% of lowest 25% made learning gains. Math 78% of students made learning gains. 77% of lowest 25% of students made learning gains in Math.

Assistant Principal of Hiawassee Elementary School in 2010-11: Grade C; Reading, 54% of lowest 25% students made adequate progress in the school; Math, 69% of lowest 25% students made adequate progress in the school; Writing, 84% of fourth grade students performed at level 4 and above on the 2011 FCAT Writes. Reading, 60% of students made learning gains in Math. Math 48% of students made learning gains. Reading 59% of students met proficiency FCAT level 3 and above. Math 53% of student met proficiency FCAT level 3 and above.

Assistant Principal of Hiawassee Elementary in 2008-2009: Grade B, Reading Mastery-58%, Math Mastery-49%, Science Mastery-29%, AYP: 77%, Black, EDD, ESE students did not make AYP in Reading or Math. ELL students did not make AYP in Math.

Arsha Jackson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy, Mathematics, Data, RtI/MTSS	
Credentials	<p>Degrees:</p> <p>B.S-Psychology from Florida State University</p> <p>M.S.-Educational Leadership from Nova Southeastern University</p> <p>Ed.S.-Curriculum and Instruction Management Administration</p> <p>Ed.D.-Instructional Leadership-Current Doctoral Candidate from Nova Southeastern University</p> <p>Certifications:</p> <p>Educational Leadership (K-12); Elementary K-6; Pre-K-Grade 3</p>	
Performance Record	<p>Academic Coach of Hiawassee Elementary in 2012-13- School Grade B</p> <p>46% of students in grades 3-5 scored a level 3 or higher for FCAT reading, 39% of students scored a level 3 or higher on the FCAT math exam in grades 3-5. 43% of fourth grade students scored a level 3.5 or higher on the FCAT writing exam. 67% of students in grades 3-5 made learning gains in Reading, 56% made learning gains in Math. 80% of students in grades 3-5 in the lowest 25% made learning gains on the FCAT reading exam. 79% of students in the lowest 25% made learning gains in Math.</p> <p>MTSS Coach of Corner Lake Middle School in 2011-12-School Grade: A. Reading proficiency FCAT level 3 and above 64%. Math proficiency FCAT level 3 and above 59%. Reading learning gains-69%. Math learning gains-62%. Lowest 25% in Reading made 67% learning gains. Lowest 25% in Math made 53% learning gains</p>	

Carol Garrison-Dyches		
Full-time / School-based	Years as Coach: 6	Years at Current School: 1
Areas	Reading/Literacy, Data, RtI/MTSS	
Credentials	<p>Degrees: B.A.- Elementary Education from Kern University M.A.-Educational Leadership from Nova Southeastern University</p> <p>Certifications: Educational Leadership (K-12), Elementary Education 1-6, ESOL endorsement</p>	
Performance Record	<p>Reading Coach of West Oaks Elementary School from 2007-2013. School gradually progressed from a C (2007-08 school year) to an A (2010-11 school year). 2012-13 School Grade - 61% of students in grades 3-5 made gains in Reading. 52% of students in grades 3-5 in the lowest 25% made gains in Reading. 78% of students in grades 3-5 made gains in Math. 73% of students in the lowest 25% made gains in Math. 94% of students met standards on FCAT Writes as a 4th grade teacher.</p>	

Angela Walton		
Full-time / School-based	Years as Coach: 3	Years at Current School: 12
Areas	Mathematics, Science, Data, RtI/MTSS	
Credentials	Degrees: B.S.-Elementary Education from Florida A & M University M.Ed.-Educational Leadership Certifications: Elementary Education 1-6	
Performance Record	Instructional Coach and 5th Grade Teacher of Hiawassee Elementary School in 2012-13. School Grade: B 46% of students in grades 3-5 scored a level 3 or higher for FCAT reading, 39% of students scored a level 3 or higher on the FCAT math exam in grades 3-5. 43% of fourth grade students scored a level 3.5 or higher on the FCAT writing exam. 67% of students in grades 3-5 made learning gains in Reading, 56% made learning gains in Math. 80% of students in grades 3-5 in the lowest 25% made learning gains on the FCAT reading exam. 79% of students in the lowest 25% made learning gains in Math. Instructional Coach of Hiawassee Elementary School in 2011-12 School Grade: A Reading 54% students reading satisfactory or higher, Math 52% of students satisfactory or higher. Writing 74% of students satisfactory or higher. Science 51% of students satisfactory or higher. Reading 78% of lowest 25% made learning gains. Math 78% of students made learning gains. 77% of lowest 25% of students made learning gains in Math. Instructional Coach of Hiawassee Elementary School in 2010-11 School Grade: Grade C; Reading, 54% of lowest 25% students made adequate progress in the school; Math, 69% of lowest 25% students made adequate progress in the school; Writing, 84% of fourth grade students performed at level 4 and above on the 2011 FCAT Writes. Reading, 60% of students made learning gains in Math. Math 48% of students made learning gains. Reading 59% of students met proficiency FCAT level 3 and above. Math 53% of student met proficiency FCAT level 3 and above.	

Classroom Teachers

of classroom teachers

45

receiving effective rating or higher

31, 69%

Highly Qualified Teachers

100%

certified in-field

45, 100%

ESOL endorsed

26, 58%

reading endorsed

5, 11%

with advanced degrees

22, 49%

National Board Certified

0, 0%

first-year teachers

5, 11%

with 1-5 years of experience

15, 33%

with 6-14 years of experience

22, 49%

with 15 or more years of experience

3, 7%

Education Paraprofessionals

of paraprofessionals

11

Highly Qualified

11, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

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

1. All instructional applicant resumes and interest letters are screened and reviewed by the administrative team. This includes the Assistant Principal and Principal to determine if the applicant is highly qualified and eligible to apply for open positions. The school secretary is responsible for screening calls and requesting interested applicants to submit resumes via the OCPS recruitment portal. The administrative team conducts interviews with prospective candidates prior to extending an offer. A verbal reference from the prior employer is obtained to determine if the candidate is of good character and has a good working history. The OCPS E-recruiting system is used continuously to seek out additional highly qualified applicants. Interested applicants must be paper ready prior to extending an interview or hire. Once hired, the Academic Coach, Instructional Coach, Reading Coach, Math Coach, and Dean will provide continuous support and professional learning

opportunities for the teacher. Staff development focus areas will be based on teacher student data, Marzano iObservation information classroom walkthroughs, administrative recommendations, and teacher request.

2. The Teacher Incentive Fund (TIF) will provide recruitment incentive bonuses, performance based evaluation incentives, professional learning, and salary compensation for increased student academic achievement. Person(s) responsible include: Principal LaDonna Johnson, Academic Coach Arsha Jackson, and TIF Senior Administrator Donna Brown.

3. Hire and provide on-going professional learning opportunities which focus on strengthening teacher instructional pedagogy, targeting student academic achievement, and preparedness to become a productive and competitive citizen in a global society. Person(s) responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington Trawick, Academic Coach Arsha Jackson, Reading Coach Carol Garrison-Dyches, Math Coach Angela Walton, and Instructional Coach Jawanna Moore-Gordon.

4. Retain highly qualified teachers by providing instructional leadership opportunities for teachers to share and impart knowledge, skills, and instructional strategies to other faculty deepening the capacity to teach. Persons responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington-Trawick, Academic Coach Arsha Jackson, Reading Coach Carol Garrison-Dyches, Math Coach Angela Walton, Instructional Coach Jawanna Moore-Gordon.

5. Establish recognition incentives and rewards to retain highly qualified, highly effective teachers by providing incentive awards to teacher who have perfect attendance, on time for school based meetings, collegiality and professionalism, and student achievement Persons responsible include: Principal LaDonna Johnson, Assistant Principal Dr. Ethel Wellington Trawick, Academic Coach Arsha Jackson, Reading Coach Carol Garrison-Dyches, Math Coach Angela Walton, Instructional Coach Jawanna Moore Gordon, and School Secretary Maira Gomez.

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

Mentoring activities take place through Professional Learning Communities and staff development facilitated by assigned mentors, members of the leadership team, grade level leaders, and administration. Planned activities include PLC meetings, mentor/mentee meetings, and faculty training/meetings. All mentors were selected based on successful teaching experience and number of years. Each mentor has been teaching for six or more years. All mentors are highly qualified and effective with proven student achievement.

Mentor: Mentee:

1. Olivia Williams Amanda Bond
2. Danielle Moultry Malinda Rogers
Leah Witte
3. Charlene Grier Tannia Cunalatta-Crane
4. Michelle Redus Derek Smith

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

Our school's data-based problem-solving process begins with a discussion and review of student current data. Upon review, student's are grouped based on academic and social needs. Programs used for instruction are carefully selected to address student needs. These programs are researched based and approved by the district to provide the rigor our students need in order to be successful academically and socially. Teachers receive training to ensure understanding of the program they are using to be able to implement correctly and effectively. Students receive instruction in a small group setting or individually. The MTSS team meets on a regular basis to review progress monitoring data to ensure proper implementation of MTSS process and SIP.

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

Ms. LaDonna Johnson, Interim Principal: Leader and visionary of the MTSS process and SIP; professional development for leadership team and teachers, supports tier 1, 2, and 3 implementation plan and review progress monitoring data; participates in the decision making process.

Ms. Brenda Guevara, MTSS Coach: Work with regular education teachers, leadership team, parents and district staff to support the MTSS process; professional development for teachers; facilitates meetings; supports Tier 1, 2 and 3 implementation plan and review progress monitoring data.

Ms. Arsha Jackson, Academic Coach: Identifies appropriate, evidence-based intervention strategies; assist with whole school screening that provide early intervening services for children to be considered "at risk"

Mrs. Carol Garrison-Dyches, Reading Coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional learning on reading programs used for intervention; supports Tier 1, 2 and 3 implementation plan.

Mrs. Angela Walton, Math Coach: Provides guidance on K-12 math plan; facilitates and supports data collection activities; assists in data analysis; provides professional learning on math programs used for intervention; supports Tier 1, 2 and 3 implementation plan.

Mrs. Tia Battey, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional learning and technical assistance for problem solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities during the MTSS process.

Mrs. Melissa Clemmons, Family Liaison: Serves as family interventions support and liaison between family, school, and child services advocates.

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

The MTSS Leadership Team met with principal to develop the plan to be implemented to ensure the fidelity of the MTSS process and SIP. The team discussed the following: at risk students (retained, FCAT Level 1, ESE, etc), academic and social needs, expectations for effective teaching practices, programs for each tier and progress monitoring. The leadership team meets on a weekly basis to discuss observations and walk-throughs to determine the fidelity of the MTSS and SIP. Student data will be discussed/reviewed in grade level PLC meetings on a bi-weekly basis in order to ensure that students are making academic and social improvements.

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

The Information Management System (IMS) provides an array of instructional development, management, and other resources to communicate and effectively track student academic and behavior progression.

Baseline: FAIR - Progress Monitoring and Reporting Network (PMRN), Florida Comprehensive Assessment Test (FCAT), Florida Alternate Assessment (FAA), Progress Monitoring for Access Points Portfolio (PMAPP), Go Math, Journeys, Performance Matters, Iowa Test of Basic Skills (ITBS), FLKRS, Imagine Learning, and Comprehensive English Language Learning Assessment (CELLA)
 Progress monitoring is provided through: FAIR, PMAPP, Journeys, Go Math, Performance Matters, FCAT Simulation, Imagine Learning, and Think Central. The Instructional Focus Calendar serve as a school-wide compass with specific reading, math, writing and science progress monitoring and assessment days.

Midyear: FAIR, Journeys, Performance Matters, Go Math, and OC writes.

End of year: FAIR, FCAT, CELLA, FAA, Performance Matters, Go Math and Journeys

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

The Multi-Tiered System of Supports school based leadership team will provide professional development concerning the MTSS process and strategies within each tier. The MTSS Coach and district support personnel will provide the professional developments in a small group and whole group setting. Whole group PLC's provide faculty the opportunity to learn and participate in activities which focus on learning and doing the MTSS process. Small group PLC's provide smaller grade-level teams to discuss, share, and practice MTSS strategies

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: 35,910

Students will be able to participate in tutoring and intervention programs before and after school. Students will also be able to attend tutoring and intervention on Saturday mornings. Students will receive extra support via technology and hands on activities to enrich and enhance academic achievement in the areas of Reading, Math, and Science.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data will be collected weekly via the tutoring and intervention programs that are used. The leadership team will analyze the data to determine if the tutoring and interventions are successful and make any necessary changes to the tutoring program.

Who is responsible for monitoring implementation of this strategy?

The Leadership team.

Literacy Leadership Team (LLT)

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

Name	Title
LaDonna Johnson	Principal
Dr. Ethel Wellington Trawick	Assistant Principal
Carol Garrison-Dyches	Reading Coach
Arsha Jackson	Academic Coach
Kimberly Maise	Media Specialist
Brenda Guevara-Santiago	Staffing Specialist
Angela Walton	Math Coach
Nesa Griseck	SLD Resource

How the school-based LLT functions

The LLT meets weekly to discuss, share, and make plans based on student data, intervention support, and instructional leadership support. The team also provides the following:

1. Analyzes data and assist in the implementation of data driven instruction incorporating small groups.
2. Supports enrichment, maintenance, and intervention targeting the specific needs of individual students.
3. Shares and makes recommendations with additional resources and support.
4. Offers professional development activities aligned with OCPS/Hiawassee's vision of literacy.
5. Support from the LLT in the implementation of school wide literacy expectations.
6. Observe, provide feedback, model literacy lessons, and support teachers.

Major initiatives of the LLT

The LLT will provide instructional strategies to continue rigor along with the implementation of a school wide writing plan through the use of Common Core State Standards school wide and target FCAT strands and skills for grades that are still being tested on the FCAT. The LLT will continue to support classroom teachers with the implementation of small group, data drive targeted instruction and utilize the support of MTSS coupled with Marzano instructional strategies that focuses on specific learning goals and scales.

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

Local Head Start and Readiness PreSchool programs are encouraged to begin acclimating students to early education and school readiness curricula during their programs. Early childhood registration for Pre-k and kindergarten during early bird registration sessions are available. PreSchool teachers will work with students throughout the year developing reading, social, and independency skills. At Hiawassee Elementary all kindergarten students will be assessed once they enter school. Screening tools such as ECHOS/FLKRS, and FAIR PMRN will be used throughout the year to determine early readiness information, areas of need, and student growth.

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	51%	46%	No	56%
American Indian				
Asian				
Black/African American	49%	47%	No	54%
Hispanic	53%	41%	No	57%
White				
English language learners	43%	33%	No	49%
Students with disabilities	49%	26%	No	54%
Economically disadvantaged	51%	46%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	23%	28%
Students scoring at or above Achievement Level 4	41	13%	18%

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>		8%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		9%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	137	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	41	80%	85%

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)	85	45%	50%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	23%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	30	16%	21%

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	44	43%	48%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		55%

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	44%	39%	No	50%
American Indian				
Asian				
Black/African American	43%	37%	No	49%
Hispanic	53%	44%	No	57%
White				
English language learners	34%	31%	No	41%
Students with disabilities	45%	26%	No	51%
Economically disadvantaged	44%	38%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	80	23%	28%
Students scoring at or above Achievement Level 4	68	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		52%
Students scoring at or above Level 7	[data excluded for privacy reasons]		18%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	114	56%	61%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	79%	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	11	12%	15%
Students scoring at or above Achievement Level 4	23	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		30%
Students scoring at or above Level 7	[data excluded for privacy reasons]		43%

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		8
Participation in STEM-related experiences provided for students	123	16%	21%

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	16	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	34	8%	5%
Students who are not proficient in reading by third grade	73	62%	57%
Students who receive two or more behavior referrals	58	7%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	39	5%	2%

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

Parents will be able to participate in meaningful curriculum based learning activities targeting reading, math, science, writing, and technology. Activities will provide an opportunity for parent(s) and guardian(s) to learn how to support their child at home and in school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parental involvement throughout the 2013-14 school year	1385	66%	75%

Goals Summary

- G1.** Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.
- G2.** Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

Goals Detail

G1. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Item specifications, IMS, CPalms, Thinking Maps, Acaletics, Journeys, Go Math, Marzano Art & Science, tutoring, interventions

Targeted Barriers to Achieving the Goal

- Lack of knowledge with DQ2, DQ3, and DQ4
- All teachers are not familiar with Webb's depth of knowledge or the rigor and relevance framework.

Plan to Monitor Progress Toward the Goal

Standards-based instruction rigorous tasks and assessments

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

Daily

Evidence of Completion:

assessment data

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- MTSS team, research based instructional and intervention materials, progress monitoring and assessment data

Targeted Barriers to Achieving the Goal

- Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.
- Need more school wide understanding of analyzing and dis-aggregating data.

Plan to Monitor Progress Toward the Goal

Mini assessments, tier 2 and 3 interventions, Journey and Go math assessments

Person or Persons Responsible

Leadership team

Target Dates or Schedule:

weekly during data meetings

Evidence of Completion:

assessment data

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G1.B1 Lack of knowledge with DQ2, DQ3, and DQ4

G1.B1.S1 Professional Development on Marzano Art & Science, specifically in DQ 2, 3, and 4.

Action Step 1

Provide professional development on Marzano's DQ2, DQ3, and DQ4

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly during faculty professional development trainings/meetings on Wednesdays.

Evidence of Completion

Classroom walkthroughs, Marzano iObservation.

Facilitator:

Leadership team and possible off-site district trainers

Participants:

Classroom teachers

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

Weekly lesson plans and coaching logs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly during PLCs and faculty professional development meetings.

Evidence of Completion

classroom walkthroughs, assessment data, data meetings

Plan to Monitor Effectiveness of G1.B1.S1

Lesson plans, coaching logs, PLCs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily

Evidence of Completion

assessment data

G1.B2 All teachers are not familiar with Webb's depth of knowledge or the rigor and relevance framework.

G1.B2.S1 common planning time

Action Step 1

Develop higher order thinking questions, Webb's DOK question stem, and discuss/create rigorous tasks

Person or Persons Responsible

Classroom teachers and leadership team

Target Dates or Schedule

Weekly during PLCs and faculty meetings

Evidence of Completion

weekly lesson plans, improved instructional practices, instructional focus calendars

Facilitator:

selected classroom teachers and leadership team

Participants:

classroom teachers

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

lesson plans and instructional practices

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans and improved instructional practices, instructional focus calendars.

Plan to Monitor Effectiveness of G1.B2.S1

lesson plans, assessment data, classroom instruction

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Daily

Evidence of Completion

Assessment data

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.

G2.B1.S1 Building teacher capacity through professional development on differentiated instructional strategies for tier 1, 2, and 3 students.

Action Step 1

Provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Ongoing throughout the 2013-14 school year on Wednesdays during faculty professional development.

Evidence of Completion

classroom walkthroughs

Facilitator:

Leadership team

Participants:

classroom teachers

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

Classroom walkthroughs and Marzano's iObervation

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily

Evidence of Completion

Teachers are implementing D.I strategies when applicable

Plan to Monitor Effectiveness of G2.B1.S1

Differentiated instruction that is based on data monitoring and that teachers are using best practices with differentiating instruction.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly during data meetings, bi-weekly through mini assessments and Journey/Go Math assessments

Evidence of Completion

assessment data

G2.B1.S2 Assisting teachers with creating rigorous lessons that target students' specific learning needs.

Action Step 1

Rigorous lessons, common assessments, and tasks

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly during PLCs

Evidence of Completion

assessment data

Facilitator:

selected classroom teachers and leadership team

Participants:

classroom teachers

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

Specific and targeted lesson/assessments that includes rigorous tasks

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily

Evidence of Completion

assessment data, walkthrough data

Plan to Monitor Effectiveness of G2.B1.S2

Classroom walkthroughs, Marzano iObservations, weekly lesson plans

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Daily

Evidence of Completion

assessment data

G2.B1.S3 Teachers knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students will increase through professional development.

Action Step 1

Strategic progress monitoring

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

weekly during data meetings and PLCs.

Evidence of Completion

assessment data

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Teachers are giving mini-assessments bi-weekly and administering Journeys and Go Math assessments bi-weekly.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

weekly during data meetings

Evidence of Completion

assessment data

Plan to Monitor Effectiveness of G2.B1.S3

Students are appropriately placed in the MTSS process

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

ongoing

Evidence of Completion

assessment data

G2.B2 Need more school wide understanding of analyzing and dis-aggregating data.

G2.B2.S1 Improve the school wide MTSS plan

Action Step 1

To improve the school wide MTSS process and share the plan with all classroom teachers.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

October-November during data meetings and weekly faculty meetings

Evidence of Completion

Teachers would be able to accurately assess students' needs and provide appropriate interventions.

Facilitator:

MTSS coach

Participants:

Classroom teachers and leadership team

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Data meetings, PLCs, common planning, classroom walkthroughs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

assessment data

Plan to Monitor Effectiveness of G2.B2.S1

Data meetings, common planning, classroom walkthroughs

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data

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:

Hiawassee Elementary follows the Florida continuous Improvement Model (FCIM) as its research-based school improvement model. Implementation includes the following components of the Plan-Do-Check-Act Model. Frequent progress monitoring, rigorous reading, block scheduling for math and reading, integration learning activities and projects, and writing across the curriculum.

1. Disaggregation of student data targeting strength and weaknesses; skill proficiency opportunities.
2. Instructional delivery development timeline using Marzano instructional strategies.
3. Instructional focus calendars and deliberate lesson plan development.
4. Continuous and frequent progress monitoring and assessment.
5. Intervention strategies for students based on academic strengths and weaknesses to improve reading proficiency and mastery of skills. Multi-systems of support (tier 1, 2, and 3) in all academic areas.
6. Technological tutorials focusing on sustained silent reading skills to improve student reading comprehension, fluency, and proficiency skills.
7. Enrichment and sustained academic achievement opportunities.
8. Continuous monitoring of student success on set learning targets and overall lesson objectives.
9. Parental involvement focused on parent education of Common Core state standards, grade level achievement expectations and technological advancements in curriculum.
10. Integration of Common Core standards targeting standards and skills designed to focus on vertically aligned skills to increase student learning capacity across the curriculum and grade levels.

The school will use federal Title I funds to provide instructional support personnel, prekindergarten services, MTSS services, and instructional professional development.

Part C Migrant:

Migrant liaison provides services and support to students and parents. The district liaison coordinates with the Title I family interventions coordinator who involves appropriate school-based and district staff. The Title 1 family interventions coordinator works closely with school support staff to ensure student needs are met.

Part D

The district receives funds to support the Educational Alternative Outreach program. Services are coordinated with district dropout prevention programs. The Evans High School Consortium K-12 feeder initiative states that by 2015 all students are expected to reach academic progression through the success of a rigorous curriculum. The Implementation of AVID through grades K-5 with pending certification by 2015. Continued partnership with the University of Central Florida supports educational opportunities to encourage academic achievement and career success.

Career and technical education

Hiawassee Elementary works in partnership with the OCPS Vo Tech programs to support educational needs. Interested parents are referred to Westside Vo Tech or Orlando Vo Tech for additional information. Additional parental workshops are provided by the Parent Resource/Community Relations teacher. Workshops focus on reading strategies to support student learning at home, computer skills, technology usage, literacy, math, and the parents ability to use tools to support student achievement building a stronger home/school partnership.

Job Training

Teach-In provides community partners the opportunity to visit classrooms sharing with students areas of expertise and providing real world experiences related to career path, and opportunities.

UCF Burnett Honors students visit the campus weekly introducing to students leadership and career concepts lessons. The program is meant to provide students in grades 3-5 with information and career opportunities to encourage student career interest through grade level lessons.

Other

University of Central Florida, Evans HS consortium, Orlando Science Center and OUC water conservation program, and other community partners visit and volunteer throughout the school year providing additional opportunity for students to engage and participate in real world projects, discussion, and activities that target reading proficiency, problem-solving, creativity, and student success.

Title III

Funding is provided through the district for educational materials and ELL district support services to improve the education of immigrant and English Language Learners. The school-based staffing specialist/ cct will identify eligible students who need additional support in reading and math. Students may receive additional instructional support focusing on specific needs of the student. informational services and support are also provided to parents throughout the school year.

Title X-Homelessness

Hiawassee Elementary Parenting resource teacher works closely with the districts title I homeless liaison personnel to ensure students who are or become homeless receive all available services and support offered through the district. Social services, counseling, and transportation may be offered to the student and family if services are approved by the district. The district homeless social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

The SAI funds will be used to target students who scored a level 1 on the FCAT reading assessment. Students will receive targeted instruction through the Lexia reading program during and before school at tutoring. Students may also be selected to participate in other grant funded tutorial services for reading, math, science, or writing instruction as they become available.

Additionally, Hiawassee Elementary and partnering schools grant application for 21st century community learning centers was approved by the Florida Department of Education. The project, Academy of the fine minds provides additional academic instructing in Reading, Math, Science, and technology integration for 90 students in grade 2-5. Students selected for the program will have scored a level 1 on the 2013 FCAT 2.0 assessment or scored tier 2 or 3 on district benchmark assessments.

Violence Prevention Programs

A partnership with the Orange County Sheriff Department provides opportunity for students to participate in the MAGIC program. MAGIC officers visit 5th grade classrooms weekly and encourage leadership, safety, living drug free, and non-violence. Students in grades K-5 also participate in Red ribbon week during the month of October which encourages drug free and violent free lifestyles.

The Orange County Sheriff Safety Village sponsors the annual Walk Your Child to school day educating students, parents, and community members to be mindful of pedestrian safety in and out of school.

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. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G1.B1 Lack of knowledge with DQ2, DQ3, and DQ4

G1.B1.S1 Professional Development on Marzano Art & Science, specifically in DQ 2, 3, and 4.

PD Opportunity 1

Provide professional development on Marzano's DQ2, DQ3, and DQ4

Facilitator

Leadership team and possible off-site district trainers

Participants

Classroom teachers

Target Dates or Schedule

Weekly during faculty professional development trainings/meetings on Wednesdays.

Evidence of Completion

Classroom walkthroughs, Marzano iObservation.

G1.B2 All teachers are not familiar with Webb's depth of knowledge or the rigor and relevance framework.

G1.B2.S1 common planning time

PD Opportunity 1

Develop higher order thinking questions, Webb's DOK question stem, and discuss/create rigorous tasks

Facilitator

selected classroom teachers and leadership team

Participants

classroom teachers

Target Dates or Schedule

Weekly during PLCs and faculty meetings

Evidence of Completion

weekly lesson plans, improved instructional practices, instructional focus calendars

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.

G2.B1.S1 Building teacher capacity through professional development on differentiated instructional strategies for tier 1, 2, and 3 students.

PD Opportunity 1

Provide professional development for D.I. strategies for tier 1, tier 2, and tier 3 students.

Facilitator

Leadership team

Participants

classroom teachers

Target Dates or Schedule

Ongoing throughout the 2013-14 school year on Wednesdays during faculty professional development.

Evidence of Completion

classroom walkthroughs

G2.B1.S2 Assisting teachers with creating rigorous lessons that target students' specific learning needs.

PD Opportunity 1

Rigorous lessons, common assessments, and tasks

Facilitator

selected classroom teachers and leadership team

Participants

classroom teachers

Target Dates or Schedule

weekly during PLCs

Evidence of Completion

assessment data

G2.B2 Need more school wide understanding of analyzing and dis-aggregating data.

G2.B2.S1 Improve the school wide MTSS plan

PD Opportunity 1

To improve the school wide MTSS process and share the plan with all classroom teachers.

Facilitator

MTSS coach

Participants

Classroom teachers and leadership team

Target Dates or Schedule

October-November during data meetings and weekly faculty meetings

Evidence of Completion

Teachers would be able to accurately assess students' needs and provide appropriate interventions.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.	\$14,500
G2.	Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups	\$37,000
Total		\$51,500

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Evidence-Based Program	Total
Title I	\$14,500	\$0	\$14,500
Title 1	\$0	\$37,000	\$37,000
Total	\$14,500	\$37,000	\$51,500

Budget Details

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

G1. Student achievement will increase when teachers apply rigorous standards-based instruction across content areas.

G1.B1 Lack of knowledge with DQ2, DQ3, and DQ4

G1.B1.S1 Professional Development on Marzano Art & Science, specifically in DQ 2, 3, and 4.

Action Step 1

Provide professional development on Marzano's DQ2, DQ3, and DQ4

Resource Type

Professional Development

Resource

Laptops/technology, Substitute teachers, off campus training opportunities, and materials/supplies

Funding Source

Title I

Amount Needed

\$14,500

G2. Student achievement will increase when we implement the MTSS process with fidelity, which will also include dis-aggregating and analyzing data for specific subgroups

G2.B1 Teachers lack of knowledge and understanding of how to differentiate instruction for tier 1, 2, and 3 students.

G2.B1.S2 Assisting teachers with creating rigorous lessons that target students' specific learning needs.

Action Step 1

Rigorous lessons, common assessments, and tasks

Resource Type

Evidence-Based Program

Resource

reading and math intervention materials and supplies, technological programs, professional development, personnel

Funding Source

Title 1

Amount Needed

\$37,000