Hillcrest Elementary School

2014-15 School Improvement Plan

Hillcrest Elementary School

1051 STATE ROAD 60 E, Lake Wales, FL 33853

http://lwcharterschools.com/hillcrest

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	%

Alternative/ESE Center	Charter School	Minority
No	Yes	%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Hillcrest Hawks will learn, create, communicate, cooperate, explore and soar to their highest potential. Hawks will leave the nest seeking the adventure of life-long learning.

Provide the school's vision statement

Hillcrest Elementary will strive to build a culture where students feel loved while acquiring a passion for learning. Hawks will soar as they discover their individuality while achieving their dreams and goals, excelling beyond their expectations!

School Environment

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

Hillcrest Elementary has each student complete a charter school application and home language survey to determine the student's ethnicity and/or native language. Hillcrest Elementary conducts two orientations during the preplanning week. Throughout the year, Hillcrest Elementary hosts family nights, hold parent conferences, conducts home visits, and communicates with the students and families through agendas and their Google Education App.

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

Hillcrest Elementary has established school-wide expectations and safety standards using the Positive Behavior Support Plan and PAX initiative. Each student follows and signs the Polk County School Code of Conduct. Every classroom implements the Lake Wales Charter School Safety Manuel with fidelity. Staff members are placed throughout the school to supervise students before, during,and after school.

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

Hillcrest Elementary has established school-wide expectations and safety standards using the Positive Behavior Support Plan and PAX initiative. Our Positive Behavior Support plan is our tier one support for all of our students. Students earn hawk bucks to shop at the school store. Student's names are submitted once a month to be entered into a drawing for demonstrating positive behavior. Within the classrooms, teachers and support staff implement the PAX initiative from John Hopkins University. The students earn a positive reward for staying on task for a specific amount of time. Social skills are promoted through PAX by writing positive messages between students, parents, and teachers.

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

Hillcrest Elementary provides a tiered system of intervention to meet the social-emotional needs of all of our students. The first tier is implementing the school-wide Positive Behavior Support plan.

Students who need additional support are moved towards tier two or tier three depending on their individual needs. Tier two consists of small group counseling and behavior charts. In addition to the small group counseling, behavior motivation and social skill building groups are provided to improve peer socialization. Tier three is individualized but consists of functional behavior assessments, behavior intervention plans, and referrals to outside community agencies. All students and families have access to our school's social worker, guidance counselor, and school psychologist.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/187450.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Hillcrest Elementary builds and sustains partnerships with the First Baptist Church in Lake Wales. The church offers tutoring at their facility and provides school supplies at the beginning of the year. Church members provide backpacks of food each week for our families in need. Local business, families, and private donors donate services, supplies, and funding to help beautify our campus and assist with meeting curriculum needs. Many of these volunteers work with our students in efforts to provide and promote student success.

Effective Leadership

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

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Barrow, Jennifer	Principal
Padgett, Stacie	Assistant Principal
Borders, Elizabeth	Instructional Coach
Powell, Anna	Instructional Coach
Griffiths, Kim	Instructional Coach
Finnell, Deann	Instructional Coach
Fugate, Jennifer	Instructional Coach
Kendrick, Bernice	Guidance Counselor
Bearden, Kimberly	Instructional Technology

Duties

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

The PS/RTI Leadership Team will focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The PS/RTI Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
* Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done at least three times per year or more frequently if new data is available.
* Refers teachers to design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
* Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
* Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Intervention teams also fosters a sense of collegiality and mutual support among educators. Promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.
The PS/RTI Leadership Team met with the School Advisory Council (SAC) and administration to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

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

The Principal provides a common vision for the use of data-based decision –making, models of the Problem Solving Process; supervises the development of a strong infrastructure for implementation of PS/RTI; ensures that the school-based team is implementing PS/RTI; conducts assessment of PS/RTI skills of school staff; ensures implementation of intervention support and documentation; ensures

and participates in adequate professional learning to support PS/RTI implementation; develops a culture of expectation with the school staff for the implementation of PS/RTI school wide; ensures resources are assigned to those areas in most need; and communicates with parents regarding school-based PS/RTI plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of PS/RTI, further assists the principal in the assessment of PS/RTI skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning PS/RTI plans and activities.

General Education Teachers: – Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/intervention; collaborates with other staff to implement Tier 2/3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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

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

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

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

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

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

Title I, Part A

Title I, Part A, funds school-wide services to Hillcrest Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, may include but not limited to support to provide after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled in Hillcrest Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or

coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

N/A

Title II

Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to Hillcrest Elementary are used to purchase but not limited to Beginning Teacher Program and various professional needs at the individual school.

Title III

The LEA which include Hillcrest Elementary will work together to provide such services as but not limited to: parent building capacity events, translation of documents, use of the T.A.L.K. System, and etc.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Polk County's grant. This is the final year of their competitive grant and Hillcrest Elementary will receive services under Polk County's direction.

Supplemental Academic Instruction (SAI)

N/A

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying and drug awareness.

Nutrition Programs

Hillcrest Elementary is providing free breakfast and lunch to all students through the grant provided to the elementary schools in the Lake Wales Charter School system.

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Jennifer Barrow	Principal
Stacie Padgett	Principal
Tera Dent	Teacher
Trent McLendon	Education Support Employee
Rosemary Mickel-Wright	Education Support Employee
Joyce Rodriguez	Education Support Employee
Daisy Porter	Teacher
Jay Griffiths	Business/Community
Ashley Mitchell	Parent
Matt Simpson	Parent
Barbara Ramos	Parent
Todd Sebring	Parent
Laney Reynolds	Parent
Patricia Bass	Parent
Shakeya Grant	Parent
Ashley Cockrell	Parent
Kelly Stentz	Teacher

Duties

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

Evaluation of last year's school improvement plan

Hillcrest Elementary provides the opportunity for SAC members to review, evaluate, and approve last year's school improvement plan. Every SAC member is provided a copy of the school improvement plan for ongoing review and discuss at each SAC meeting.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

Our administration reviews the annual budget at a SAC meeting. The SAC members are invited to provide suggestions and feedback during any SAC meeting. Hillcrest Elementary consistently operates in the black. Money is consistently added to our reserve.

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

N/A

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

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Barrow, Jennifer	Principal
Padgett, Stacie	Assistant Principal
Borders, Elizabeth	Instructional Coach
Fugate, Jennifer	Instructional Coach
Powell, Anna	Instructional Coach
Griffiths, Kim	Instructional Coach
Kendrick, Bernice	Guidance Counselor
Breen, Jessica	Teacher, K-12
Harper, Wendy	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Ongoing meetings in order to implement strategies to address the needs identified by our state assessments according to most recent data. To monitor the student progress and make individual academic and instructional adjustments to address the needs of students. We use AR schoolwide to promote literacy within our school.

Public and Collaborative Teaching

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

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

Each grade level has weekly collaborative planning meetings. We also have monthly staff meetings and bi monthly grade level meetings with administration for instructional planning and support. Hillcrest Elementary uses Google Docs to promote collaboration while writing lesson plan. The teams use Google Docs to create documents for instruction.

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

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

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

The Assistant Principal is charged with the task of creating and monitoring a fluid beginning teacher program to include assignment of mentor teachers, a calendar of requirements and meetings for the year, observations/conferences & feedback session dates, and all beginning teachers also attend the

Lake Wales Charter Schools TIP (Teacher Induction Program) monthly with fellow beginning teachers in our Charter School System.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Hillcrest Elementary aligns the core curriculum to each specific standard by creating a format to ensure that each Florida Standard is being taught in every grade during the school year. The materials are selected to ensure each student has a rigorous level of instruction to meet the criteria established by the Florida Department of Education and the content limitations of the Florida Standards Assessment. Finally, our materials and core instructional programs have been approved through the Florida state adopted resource list.

Instructional Strategies

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

Hillcrest Elementary analyzes data based on the assessments given to make adjustments with small group instruction, curriculum needs, and offer before, during, and after school remediation or acceleration. Students who have difficulty attaining the proficient or advanced level on the state assessments are provided with remediation opportunities throughout the school day. Resource teachers are available to provide support to meet the diverse needs of the students.

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

Strategy: After School Program

Minutes added to school year: 5

Hillcrest Elementary offers a before and after school tutoring program for students who need extra support. Our historical data shows that the rationale for this program is both needed and successful. Students participate with enrichment opportunities that include the Academic Team, Chess Club, Archery,and additional opportunities throughout the year. Our teachers meet with their grade levels weekly to collaborate and plan for instruction and to meet the students diverse needs. Hillcrest Elementary provides numerous professional development opportunities throughout the year.

Strategy Rationale

Our rational for providing core academic instruction, enrichment, and teacher collaboration, planning, and professional development is to increase student achievement and teacher performance.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Barrow, Jennifer, jennifer.barrow@lwcharterschools.com

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

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Hillcrest plans to assist preschool children in the transition from early childhood programs to local elementary school programs. The local pre-schools brings their students to visit kindergarten classrooms in the spring. All incoming kindergarten students are given an assessment before they are placed in classrooms to help determine kindergarten readiness. On campus VPK and School Readiness Pre-K programs are also given an orientation of the kindergarten classrooms. A support group has been formed through the Lake Wales Charter School Superintendent's office to work with all Lake Wales community daycares to bridge the gap for school readiness among the incoming kindergartners. A kindergarten support program has also been implemented that funds the endeavors of preschool transition. Current or Planned Programs to assist preschoolers:
*Two weeks prior to school startup, the Kindergarten Resource Teacher with the assistance of four classroom teachers, delivers a program to all Hillcrest Preschoolers.
*Attendance is voluntary but encouraged.
*During a period of two four-day weeks, 2 hours per day, the teachers prepare the student for

transition.

*The assessment tool used is created by the kindergarten staff and the objectives for this activity include:

*The students will be able to: recognize his/her name in print; develop an awareness that print contains a message

*Demonstrate good listening skills

*Communicate ideas and needs in an appropriate way

*Handle books appropriately

*Learn appropriate uses of class materials; share space and materials

*Participate in group activities; practice one-to-one correspondence, and develop social skills with peers. Parents will become familiar with the school campus, understand report cards and the grading system, and gain an understanding of the School Handbook as well as The Code of Conduct as a result of this two week program. This program is evaluated each year by the individuals involved as well as by the grant given. The Kindergarten Resource Teacher is also available to assist preschool students with low readiness issues.

College and Career Readiness

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

Strategic Goals Summary

G1.   To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA).

G2.   To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA).

Strategic Goals Detail

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

G1. To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA). 1a

G037476

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	62.0

Resources Available to Support the Goal 2

- Reading, Writing, and Science Resource Staff will implement our core curriculum programs with fidelity: Grades K-2: Superkids, AIMs, Science Weekly, Science 4Us Grades 3-5: Ready Gen, Science Coach, Boot Camp, AIMS, Science Weekly

- Reading, Writing, Science Resource Staff will conduct professional development on lesson planning and reflecting.

- Reading, Writing, and Science Resource Staff will conduct professional development to increase teacher knowledge of components of core curriculum programs. The reading resource team will have consultations with representatives from the textbook companies.

- New core reading curriculum will increase exposure of informational text, appropriate text complexity, and writing opportunities.

- Google Chromebooks to implement typing skills and Write to Learn

- Variety of Science Supplemental Materials

Targeted Barriers to Achieving the Goal 3

- Grades 3-5 teachers learning a new curriculum

- Students have difficulty citing evidence from the text to support their answers.

- Students limited ability to type

- Students and teachers have a lack of content knowledge and domain specific vocabulary in science

Plan to Monitor Progress Toward G1. 8

Teacher Lesson Plans; Write to Learn Progress Monitoring

Person Responsible
Jennifer Barrow

Schedule
Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion
Growth of student performance from Write to Learn

G2. To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA). 1a

🔍 G037477

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	73.0

Resources Available to Support the Goal 2

- Teachers will conduct fluency checks.

- Acaletics will be used to improve proficiency with mathematic standards.

- Teachers will implement Ten Marks with fidelity.

Targeted Barriers to Achieving the Goal 3

- Students lack of fact fluency with single and multi-digits led to a lose of points in number operations and fractions.

Plan to Monitor Progress Toward G2. 8

Ten Marks Usage Reports
Lesson Plans

Person Responsible
Anna Powell

Schedule
Monthly, from 8/25/2014 to 6/5/2015

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

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA). `1`

🔑 G037476

G1.B2 Grades 3-5 teachers learning a new curriculum `2`

🔑 B090057

G1.B2.S1 Grades 3-5 teachers will be provided three professional developments directly from Pearson. The reading resource staff will implement ongoing professional developments throughout the year using the online Pearson trainings. The reading resource staff will be modeling and providing feedback for our instructional staff. `4`

🔑 S111680

Strategy Rationale

This curriculum is being implemented for the first time this year. The professional developments and classroom modeling will be implemented to train teachers and provide support as they learn a new curriculum.

Action Step 1 `5`

Schedule the professional developments to address specific concerns

Person Responsible

Kim Griffiths

Schedule

Monthly, from 8/15/2014 to 5/29/2015

Evidence of Completion

Sign in sheets to document attendance at the professional development

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Teacher lesson plans will document the information learned from professional developments. This will ensure the implementation of the new reading program.

Person Responsible

Stacie Padgett

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Teacher Lesson Plans and Teacher Evaluation (iObservation)

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Increase of student achievement, student performance, and teacher observation

Person Responsible

Jennifer Barrow

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Grade Level Meeting Notes which track student growth from pre/post assessments; student achievement growth on the benchmark assessment (MAPs); growth of teacher performance from iObservations;

G1.B3 Students have difficulty citing evidence from the text to support their answers. 2

🔧 B090058

G1.B3.S1 Teachers will model citing evidence weekly using their core curriculum materials. 4

🔧 S100805

Strategy Rationale

The Florida Standards require students to use evidence to support their answers.

Action Step 1 5

Students have difficulty citing evidence from the text to support their answers.

Person Responsible

Jennifer Fugate

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson Plans; Teacher Observations; Student Work Samples

Person Responsible

Stacie Padgett

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Student Work Samples; lessons plans ; iObservations

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Increase of student achievement on assessments from Ready Gen; Increase of teacher performance on iObservation

Person Responsible

Stacie Padgett

Schedule

Quarterly, from 9/2/2014 to 6/5/2015

Evidence of Completion

Assessment scores (teacher gradebook and/or student test scores) and evaluation component on iObservation

G1.B5 Students limited ability to type `2`

`B100540`

G1.B5.S1 Students will be provided individualized Google Chromebooks in fifth grade. Fourth grade students have opportunities to practice on the Google Chromebook station and computer lab `4`

`S111778`

Strategy Rationale

Students need real life application with typing. Our reading program, Ready Gen, provides the opportunity for students to implement typing skills as they write responses and writing performance tasks.

Action Step 1 `5`

Provide Google Chromebooks to students

Person Responsible

Elizabeth Borders

Schedule

On 10/24/2014

Evidence of Completion

Student work samples from the Google Chromebooks

Action Step 2 `5`

Provide Google Chromebooks to students

Person Responsible

Elizabeth Borders

Schedule

On 10/24/2014

Evidence of Completion

Student work samples from the Google Chromebooks

Plan to Monitor Fidelity of Implementation of G1.B5.S1 `6`

Lesson Plans & Increase of Student Performance on Write to Learn

Person Responsible

Elizabeth Borders

Schedule

Monthly, from 9/26/2014 to 6/5/2015

Evidence of Completion

Lesson plans and student performance reports from Write to Learn

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Students will show an increase on their six traits of writing, grammar, and spelling

Person Responsible

Elizabeth Borders

Schedule

Monthly, from 8/29/2014 to 6/5/2015

Evidence of Completion

Increase of student performance on the student performance on the Write to Learn; lesson plans

G1.B6 Students and teachers have a lack of content knowledge and domain specific vocabulary in science 2

🔑 B121257

G1.B6.S1 Science resource staff will provide professional development to the staff on implementation of supplemental materials to be used with fidelity. 4

🔑 S133214

Strategy Rationale

Teachers need professional development to increase science knowledge

Action Step 1 5

Monitor fidelity of the supplemental programs

Person Responsible

Deann Finnell

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Usage Reports and/or Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Lesson Plans and Usage Reports

Person Responsible

Deann Finnell

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Data to determine future followup trainings on supplemental materials for classes not showing learning gains

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Lesson Plans & Usage Reports

Person Responsible

Deann Finnell

Schedule

Monthly, from 8/18/2014 to 5/25/2015

Evidence of Completion

Data to determine future followups for staff members in need of additional professional development

G2. To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA). `1`

🔑 G037477

G2.B1 Students lack of fact fluency with single and multi-digits led to a lose of points in number operations and fractions. `2`

🔑 B090060

G2.B1.S1 Students will be assessed on single and/or multi-digit fluency depending on grade level. `4`

🔑 S100807

Strategy Rationale

The purpose of learning their fluency is to increase computation skills in order to increase student time with implementing the strategies and processes to solve the multi-steps involved in solving grade level word problems.

Action Step 1 `5`

Acaletics Fluency Program
Resource teacher created drills
Ten Marks

Person Responsible

Anna Powell

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Ten Marks Usage Reports and Teacher Lesson Plans

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

Ten Marks Usage Report
Lesson Plans

Person Responsible

Anna Powell

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

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

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

Increase of student achievement.

Person Responsible

Anna Powell

Schedule

Monthly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Pre/Post Assessments. MAPS Assessment, Ten Marks Usage Reports

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Students have difficulty citing evidence from the text to support their answers.	Fugate, Jennifer	8/25/2014	Teachers will evaluate text complexity used during instructional time for data chat discussions	6/1/2015 daily
G2.B1.S1.A1	Acaletics Fluency Program Resource teacher created drills Ten Marks	Powell, Anna	8/25/2014	Ten Marks Usage Reports and Teacher Lesson Plans	6/5/2015 weekly
G1.B2.S1.A1	Schedule the professional developments to address specific concerns	Griffiths, Kim	8/15/2014	Sign in sheets to document attendance at the professional development	5/29/2015 monthly
G1.B5.S1.A1	Provide Google Chromebooks to students	Borders, Elizabeth	9/22/2014	Student work samples from the Google Chromebooks	10/24/2014 one-time
G1.B6.S1.A1	Monitor fidelity of the supplemental programs	Finnell, Deann	8/18/2014	Usage Reports and/or Lesson Plans	5/25/2015 monthly
G1.B5.S1.A2	Provide Google Chromebooks to students	Borders, Elizabeth	9/22/2014	Student work samples from the Google Chromebooks	10/24/2014 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Teacher Lesson Plans; Write to Learn Progress Monitoring	Barrow, Jennifer	8/18/2014	Growth of student performance from Write to Learn	6/5/2015 monthly
G1.B3.S1.MA1	Increase of student achievement on assessments from Ready Gen; Increase of teacher performance on iObservation	Padgett, Stacie	9/2/2014	Assessment scores (teacher gradebook and/or student test scores) and evaluation component on iObservation	6/5/2015 quarterly
G1.B3.S1.MA1	Lesson Plans; Teacher Observations; Student Work Samples	Padgett, Stacie	8/25/2014	Student Work Samples; lessons plans ; iObservations	6/5/2015 weekly
G1.B2.S1.MA1	Increase of student achievement, student performance, and teacher observation	Barrow, Jennifer	8/18/2014	Grade Level Meeting Notes which track student growth from pre/post assessments; student achievement growth on the benchmark assessment (MAPs); growth of teacher performance from iObservations;	6/5/2015 monthly
G1.B2.S1.MA1	Teacher lesson plans will document the information learned from professional developments. This will ensure the implementation of the new reading program.	Padgett, Stacie	8/18/2014	Teacher Lesson Plans and Teacher Evaluation (iObservation)	6/5/2015 weekly
G1.B5.S1.MA1	Students will show an increase on their six traits of writing, grammar, and spelling	Borders, Elizabeth	8/29/2014	Increase of student performance on the student performance on the Write to Learn; lesson plans	6/5/2015 monthly
G1.B5.S1.MA1	Lesson Plans & Increase of Student Performance on Write to Learn	Borders, Elizabeth	9/26/2014	Lesson plans and student performance reports from Write to Learn	6/5/2015 monthly
G1.B6.S1.MA1	Lesson Plans & Usage Reports	Finnell, Deann	8/18/2014	Data to determine future followups for staff members in need of additional professional development	5/25/2015 monthly
G1.B6.S1.MA1	Lesson Plans and Usage Reports	Finnell, Deann	8/18/2014	Data to determine future followup trainings on supplemental materials for classes not showing learning gains	5/25/2015 monthly
G2.MA1	Ten Marks Usage Reports Lesson Plans	Powell, Anna	8/25/2014	Discussions within grade level meetings based on the recorded results to create an action plan for individual students	6/5/2015 monthly
G2.B1.S1.MA1	Increase of student achievement.	Powell, Anna	8/25/2014	Pre/Post Assessments. MAPS Assessment, Ten Marks Usage Reports	6/5/2015 monthly
G2.B1.S1.MA1	Ten Marks Usage Report Lesson Plans	Powell, Anna	8/25/2014	Discussions within grade level meetings based on the recorded results to create an action plan for individual students	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA).

G1.B2 Grades 3-5 teachers learning a new curriculum

G1.B2.S1 Grades 3-5 teachers will be provided three professional developments directly from Pearson. The reading resource staff will implement ongoing professional developments throughout the year using the online Pearson trainings. The reading resource staff will be modeling and providing feedback for our instructional staff.

PD Opportunity 1

Schedule the professional developments to address specific concerns

Facilitator

Kim Griffiths & Pearson

Participants

Grade 3-5 ELA teachers

Schedule

Monthly, from 8/15/2014 to 5/29/2015

G1.B3 Students have difficulty citing evidence from the text to support their answers.

G1.B3.S1 Teachers will model citing evidence weekly using their core curriculum materials.

PD Opportunity 1

Students have difficulty citing evidence from the text to support their answers.

Facilitator

Pearson

Participants

Reading Resource Staff; Classroom teachers; and administration

Schedule

Daily, from 8/25/2014 to 6/1/2015

G1.B6 Students and teachers have a lack of content knowledge and domain specific vocabulary in science

G1.B6.S1 Science resource staff will provide professional development to the staff on implementation of supplemental materials to be used with fidelity.

PD Opportunity 1

Monitor fidelity of the supplemental programs

Facilitator

J & J Educational Bootcamp Representatives

Participants

Grade 4-5 Teachers

Schedule

Monthly, from 8/18/2014 to 5/25/2015

G2. To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA).

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

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

PD Opportunity 1

Acaletics Fluency Program Resource teacher created drills Ten Marks

Facilitator

Ten Marks

Participants

K-5 Math Teachers

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA).	354,269
Goal 2: To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA).	91,040
Grand Total	**445,309**

Goal 1: To increase reading proficiency (grades 3-5) writing proficiency (grades 4-5) and science proficiency (grade 5) by five percent as evidenced on the Florida Standards Assessment (FSA).

Description	Source	Total
B2.S1.A1 - Ready Gen Reading	General Fund	7,000
B2.S1.A1 - Lexia/Reading Plus	General Fund	14,750
B2.S1.A1 - Reading Resource Teacher	General Fund	58,467
B2.S1.A1 - Reading Resource Teacher	Title I Part A	12,834
B2.S1.A1 - Intermediate Support Teacher	Other	50,000
B2.S1.A1 - Intermediate Support Teacher	General Fund	8,100
B5.S1.A1 - Google Chromebooks	General Fund	76,370
B5.S1.A1 - Writing Resource Teacher	Title I Part A	61,110
B6.S1.A1 - Boot Camp	General Fund	4,240
B6.S1.A1 - Science Weekly	General Fund	2,371
B6.S1.A1 - Science Resource Teacher	General Fund	59,027
Total Goal 1		**354,269**

Goal 2: To increase math proficiency in grades 3-5 by five percent as evidenced on the Florida Standards Assessment (FSA).

Description	Source	Total
B1.S1.A1 - Ten Marks	General Fund	11,000
B1.S1.A1 - Math Resource Teacher	Title I Part A	80,040
Total Goal 2		**91,040**