

Hillcrest Elementary

1010 E CONCORD ST, Orlando, FL 32803

[no web address on file]

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

36%

Alternative/ESE Center

No

Charter School

No

Minority

54%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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>.

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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 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

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

All parents are given paperwork to fill out upon registration to determine whether their student speaks a language other than English in the home. If so, the school's compliance person will follow up with testing to determine whether or not the student qualifies for an ESOL program.

In addition, teachers have students fill out assignments dealing with student background and interests. Students are encouraged to share information about the different cultures they represent. The school celebrates Spanish, French and Vietnamese weeks. Our foreign language program covers many different cultures that speak the same languages.

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

Hillcrest Elementary works to ensure the safety of every child. Before school students are brought into secure locations to await the arrival bell. Teachers and staff members monitor these students and assist them in knowing where to go.

During school, doors are kept locked and require the use of a security badge to gain admittance.

When not escorted by a teacher, all students travel in groups of three so that no child is ever alone.

All visitors to the school must check in through the front office and have a badge.

After school, students are escorted by the teacher to a dismissal classroom. Students are monitored by teachers in these classrooms. Parents in the car loop and walker parents must display the appropriate sign to have their child released to them. YMCA students are signed in by staff members. Staff members are trained in emergency procedures and drills are held periodically to practice in the event of an emergency. Teachers make sure their students are familiar with what is expected during each type of emergency situation. They provide the necessary reassurance that students need to feel safe.

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

Our school uses a classroom referral system to give students the opportunity to learn from their mistakes. Students may receive three classroom referrals before receiving an official office referral. Additionally, our school sets clear expectations for what schoolwide behavior should look like. The expectations are reviewed with the students every 9 weeks. All staff members are trained on how to handle and de-escalate behavior situations at the school.

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

Because Hillcrest has a very diverse population it is important to make sure we have the resources to meet the needs of our students. We utilize district employees to provide speech, physical therapy and behavioral counseling. If needed, we provide the names of outside vendors who can further help these students.

Hillcrest works with several homeless shelters zoned to our area. These students are provided with any services that may be required.

Because we are a magnet school attendance is carefully monitored, as it is part of the magnet contract. Excessive absences are addressed by the registrar sending the school's social worker out to the home and/or by meetings with the teacher, administrator, social worker, registrar and parent(s).

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

We monitor all students who have failing grades and who scored below benchmark expectations on all standardized assessments. These students receive interventions in the classroom and after school tutoring.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	11	10	5	3	1	36
One or more suspensions	3	2	1	0	2	0	8
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	3	1	2	6

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students are targeted for support in their small group reading and math on a daily basis, as needed. In addition, Hillcrest provides 30 minutes of intervention daily for students who have been identified as below grade level. Students are also offered after school tutoring 3 - 5 days a week, and Saturday School.

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?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

A family-school partnership is a way of thinking about forming connections between families and the school. In general, family involvement in schooling is associated with many benefits for students that are the kinds of benefit desired by our school. Hillcrest Elementary School works with our parents to have open lines of communication. Our families participate in Open House and two conference nights, we have monthly SAC and PTA meetings. There are numerous nightly events including, Science Night, Math Night, Literacy Night, Science Fair, Family Fun Dances, Movie Nights and more. We also hold honor ceremonies every nine weeks to recognize our students who are achieving excellence in their academic work.

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

With the help of the OCPS Foundation Hillcrest has established a foundation of their own. An effort is being made to make this information know throughout the school and community. Hillcrest has reached out to the surrounding community through our Partner in Education program and with invitations to attend and/or serve on our School Advisory Council. Every year we nominate a community partner for the PIE award and we recognize their efforts and contributions at a breakfast in the Spring.

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
Ortega, Ruth	Principal
Hurley, Suzanne	Instructional Coach
Maloney, Rachel	Instructional Coach
Langhorst, Cheryl	Other

Duties

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

Ruth Ortega - Principal - Attends meetings, meets with leadership team, mediates with parents, observes and provides instructional feedback. Rachel Maloney - Reading Coach - Tests students in reading when needed, provides teachers with reading data, and works with small groups for intervention. Suzanne Hurley - CRT - Coordinates testing, provides and reviews data with teachers,

and provides materials when needed. Cheryl Langhorst - Resource/CT - Monitors English Language Learners, MTSS Coach and assists teachers and staff with technology.

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 MTSS Leadership Team will conduct meetings as needed to discuss student progress and the current intervention system in place. Selected members of the MTSS team will conduct professional development on targeted intervention strategies. The MTSS team will meet with professional learning communities to discuss ongoing intervention strategies and to oversee the progress monitoring system currently in place. SAI monies will be used for after school tutoring of the lowest 25% of students in 3rd, 4th and 5th grades.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Ruth Ortega	Principal
Natalie Storch	Parent
Adams Greenwood-Ericksen	Parent
Sherri Spicer	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's SAC met in February 2014 to go over the 2013-2014 School Improvement Plan and based on the findings they developed the framework for the 2014-2015 School Improvement Plan.

Development of this school improvement plan

On March 5, 2014 the SAC retreat was held in the Media Center. The committee looked at the 2013-2014 SIP to see what had been accomplished and what needed to be revised for the 2014-2015 school year.

Preparation of the school's annual budget and plan

The SAC council meets to review the annual school budget and the plan for the school.

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

At this time the amount of money that is in school improvement funds is less than \$650. The projected use for this money would be to help cover cost of installing Smart Boards.

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
Ortega, Ruth	Principal
Hurley, Suzanne	Instructional Coach
Maloney, Rachel	Instructional Coach
Langhorst, Cheryl	Other

Duties

Describe how the LLT promotes literacy within the school

The LLT will look at data to decide what the trends are in our reading scores. They will set an action plan for each area of need. This will be the focus of our intervention this year. The LLT will assist in the planning of FCAT Awareness Night, Family Reading Night, Literacy Week, and the Young Authors' Celebration.

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

Hillcrest teachers meet in their PLC's weekly to discuss data, concerns and strategies. They also meet as a team for lesson planning. All teachers serve on a committee that meets once a month. Staff development provides opportunities for teachers to collaborate and to participate in Round Tables and Lesson Study. All of the above contribute to providing a positive working environment among teachers.

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

Our administration and all of the staff work together to recruit and recommend teachers to our school. Student interns are asked to leave copies of their resumes. Teachers are encouraged and supported in their pursuit of higher education. New research based programs are implemented whenever applicable, and support is given for their implementation. Training is a high priority and offered on an ongoing basis. Administration meets with all teachers during the school year to discuss school issues and ways to improve student achievement. Everyone is given the opportunity to take part in school decisions. The leadership team works with all teachers and makes recommendations based on teacher observation and conversations.

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

New teachers are assigned an experienced teacher as a mentor. These mentors have taken Clinical Educator training and the online mentoring course. They are paired with teachers on their grade level or those with like experience. Mentors meet with their mentees at least once a week. They record completed activities on the mentor tracking tool. Mentees are given the opportunity to observe their

mentors and other highly qualified teachers. All new teachers are encouraged to attend staff development training as needed.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Data meetings are held monthly with all grade levels. Teachers keep a data notebook which is used to document student performance and plan for remediation and/or enrichment based on the data. Tutoring groups are based on the most current data and are flexible and fluid as needed. Students needing minimal remediation are given intervention time with the classroom teacher. Those who are below grade level receive extra remediation from a resource teacher. After school tutoring is available to those students who fall into the lowest 25%. Intervention materials are made available to the teachers depending upon the need 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: 2,880

The Leadership Team looks at the data from the first benchmark and from last year's Florida Comprehensive Assessment Test to determine which students are below grade level in reading, math and social studies. Parents are contacted and offered the opportunity to send the student to after school tutoring. Teachers from Hillcrest Elementary School meet with students 3 days a week to give direct instruction to small groups of students.

Strategy Rationale

Providing after school tutoring allows students to extend the amount of structured learning time available to them. It often provides them with a teacher other than their regular classroom teacher. The curriculum used is different and being placed with like-performing students allows a child to be more comfortable asking questions.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hurley, Suzanne, suzanne.hurley@ocps.net

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

Data is collected through a pre-test and post-test given to these students. Tutors will also look at data from any benchmark tests given during the tutoring time frame to see how much progress the students are making and to find areas of weakness for instruction.

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

During the spring tours are given to parents of incoming kindergarten students to offer the opportunity for them to see the classrooms and school campus. When students enter kindergarten in the fall they are given the Florida Kindergarten Reading Screening test to determine their readiness for math and reading. This also gives the teacher valuable data for classroom planning and instruction.

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

Hillcrest implemented Destination College and continues with the program. In addition to this program students from UCF's Burnett Honor's College come to Hillcrest once a week for six weeks to promote AVID and talk to our students in grades 1-5.

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

N/A

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

N/A

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

N/A

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.** Teachers will deliver comprehensive and rigorous instruction that is standards-based and data-driven.
- G2.** Teachers will analyze and use benchmark data to target areas of need for instruction in science.
- G3.** Develop comprehensive and rigorous math instruction by using data to find gaps and areas of need and to utilize supplemental materials to enhance our core math program.
- G4.** Teachers will implement effective classroom management systems.

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. Teachers will deliver comprehensive and rigorous instruction that is standards-based and data-driven.

1a

G038427

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	75.0
AMO Reading - All Students	81.0
AMO Reading - African American	53.0
AMO Reading - ED	69.0
AMO Reading - ELL	65.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	59.0

Resources Available to Support the Goal 2

- Houghton Mifflin Harcourt Journeys Program, Think Central
- Reading Coach
- Extra time for low performing students (pull out)

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with content knowledge.
- New programs require technological support and understanding to implement with success
- Inconsistent level of rigor in the classrooms daily

Plan to Monitor Progress Toward G1. 8

Administration and the instructional coaches will regularly monitor student achievement data to evaluate student progress toward the goal and targets.

Person Responsible

Rachel Maloney

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data

G2. Teachers will analyze and use benchmark data to target areas of need for instruction in science. 1a

G038429

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	85.0

Resources Available to Support the Goal 2

- Science Fusion curriculum, FCAT Explorer Science, IMS curriculum,

Targeted Barriers to Achieving the Goal 3

- Limited instructional time, limited supplies for hands on experiences, lack of teacher content knowledge

Plan to Monitor Progress Toward G2. 8

Administration and instructional coaches will monitor student achievement data to evaluate the effectiveness of instruction.

Person Responsible

Suzanne Hurley

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Benchmark data, FCAT data, teacher created test data

G3. Develop comprehensive and rigorous math instruction by using data to find gaps and areas of need and to utilize supplemental materials to enhance our core math program. 1a

G038430

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Math - African American	48.0
AMO Math - ED	61.0
AMO Math - ELL	69.0
AMO Math - Hispanic	71.0
AMO Math - SWD	59.0
AMO Math - White	83.0

Resources Available to Support the Goal 2

- Go Math! curriculum, FCAT Explorer Math
- FCAT Explorer Math
- After school tutoring

Targeted Barriers to Achieving the Goal 3

- Teachers struggle with content knowledge.

Plan to Monitor Progress Toward G3. 8

Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the progress toward the goal and/or targets.

Person Responsible

Ruth Ortega

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Benchmark results, FSA 2015 results, teacher's data notebooks

G4. Teachers will implement effective classroom management systems. 1a

G038431

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Behavior plans
- Training in classroom management
- MTSS Coordinator - Cheryl Langhorst
- MTSS

Targeted Barriers to Achieving the Goal 3

- Teachers having little or no training in classroom management,

Plan to Monitor Progress Toward G4. 8

Teachers will develop a classroom behavior plan.

Person Responsible

Ruth Ortega

Schedule

On 8/15/2014

Evidence of Completion

class referrals, school referrals

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. Teachers will deliver comprehensive and rigorous instruction that is standards-based and data-driven. **1**

 G038427

G1.B1 Teachers struggle with content knowledge. **2**

 B092205

G1.B1.S1 Teachers will participate in planning days with instructional coaches during which they will learn about, and plan for, standards-based lessons to include instruction, tasks, and assessments that will be utilized to continuously inform instruction and increase. **4**

 S103110

Strategy Rationale

Teachers need time to collaborate with team members . Experienced teachers can assist new teachers with content and allow the team to deepen the rigor used in teaching the content.

Action Step 1 **5**

Instructional coaches will schedule and deliver staff development planning days to increase teacher content knowledge while planning standards-based lessons.

Person Responsible

Ruth Ortega

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

lesson plans, classroom observations, planning day agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Planning days for integration of language arts and social studies

Person Responsible

Ruth Ortega

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

sign in sheets, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

How much the planning time helped teachers integrate curriculum

Person Responsible

Ruth Ortega

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observations

G1.B1.S2 Content specific staff development 4

S103111

Strategy Rationale

By planning staff development that focuses on specific areas of the content teachers can go more in depth with their questions and learning.

Action Step 1 5

Instructional coaches will complete the coaching cycle to include modeling and side-by-side teaching to increase teacher content knowledge during instructional delivery.

Person Responsible

Ruth Ortega

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

sign in sheets, lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administration will participate in planning days, coaching sessions, and complete lesson plan checks to ensure that all action steps are occurring.

Person Responsible

Ruth Ortega

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observations, planning day agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Administration and the instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data

G1.B2 New programs require technological support and understanding to implement with success 2

 B092206

G1.B2.S2 Teachers will meet in professional learning communities to discuss effective use of the reading program. 4

 S103113

Strategy Rationale

Meeting in PLC's will help teachers to better understand the curriculum and help them to use more rigor in their lessons.

Action Step 1 5

Grade level discussions of using the reading program

Person Responsible

Ruth Ortega

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

meeting notes, classroom walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Professional Learning Community meetings to discuss reading plan

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 9/15/2014 to 5/29/2015

Evidence of Completion

PLC notes, classroom observations

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Successful implementation of technology components of reading program

Person Responsible

Ruth Ortega

Schedule

Weekly, from 9/22/2014 to 5/29/2015

Evidence of Completion

Classroom walkthroughs

G1.B3 Inconsistent level of rigor in the classrooms daily 2

B092207

G1.B3.S1 Staff development on what rigor looks like. 4

S103114

Strategy Rationale

Teachers need to understand what rigor is and how to make their lesson more rigorous.

Action Step 1 5

Staff development on rigor

Person Responsible

Rachel Maloney

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Classroom observations

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

Use of rigor with students

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

classroom walkthroughs lesson plans

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

Use of rigor with students

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

classroom walkthroughs, data meetings

G2. Teachers will analyze and use benchmark data to target areas of need for instruction in science. 1

 G038429

G2.B1 Limited instructional time, limited supplies for hands on experiences, lack of teacher content knowledge 2

 B092210

G2.B1.S1 Integration of science with reading or math. 4

 S103118

Strategy Rationale

Increase amount of time for science and to make real life connections Using nonfiction reading and doing math related to the study of science.

Action Step 1 5

Teachers will increase integratation of science into reading and math instruction.

Person Responsible

Ruth Ortega

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work, classroom observations

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

Administration will complete lesson plan checks to ensure that all action steps are occurring.

Person Responsible

Rachel Maloney

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

classroom observation, lesson plans

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

Administration and the instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of instructional planning.

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student achievement Benchmark data and on commonly created mini-assessments, FCAT 2.0 Science student achievement data

G3. Develop comprehensive and rigorous math instruction by using data to find gaps and areas of need and to utilize supplemental materials to enhance our core math program. 1

G038430

G3.B1 Teachers struggle with content knowledge. 2

B092211

G3.B1.S1 Teachers will participate in planning days with instructional coaches during which they will learn about, and plan for, standards-based lessons to include instruction, tasks, and assessments that will be used to continuously inform instruction and increase. 4

S103119

Strategy Rationale

A good portion of the math curriculum is taught using technology. Teachers need additional training to be able to use this in their lessons.

Action Step 1 5

Instructional coaches will schedule and deliver professional development planning days to increase teacher content knowledge while planning standards-based lessons.

Person Responsible

Ruth Ortega

Schedule

On 9/30/2014

Evidence of Completion

lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will participate in planning days, coaching sessions, and complete lesson plan checks to ensure that all action steps are occurring.

Person Responsible

Ruth Ortega

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Classroom observations, lesson plans, planning day agendas

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.

Person Responsible

Ruth Ortega

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data

G4. Teachers will implement effective classroom management systems. 1

 G038431

G4.B1 Teachers having little or no training in classroom management, 2

 B092216

G4.B1.S1 Instructional coaches will schedule and deliver staff development planning to increase teacher knowledge in classroom management. 4

 S154815

Strategy Rationale

Implementation of good management strategies will enable students to learn.

Action Step 1 5

Instructional coaches will schedule and deliver professional development planning to increase teacher content knowledge.

Person Responsible

Ruth Ortega

Schedule

Monthly, from 8/18/2014 to 5/15/2015

Evidence of Completion

Class referral data, school referral data

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Administration and instructional coaches will participate in planning days and coaching sessions.

Person Responsible

Ruth Ortega

Schedule

Quarterly, from 8/11/2014 to 5/15/2015

Evidence of Completion

Classroom observations and planning day agendas.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.

Person Responsible

Ruth Ortega

Schedule

Quarterly, from 8/11/2014 to 5/15/2015

Evidence of Completion

classroom behavior plans, class referrals, school referrals

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.B1.S1.A1	Instructional coaches will schedule and deliver staff development planning days to increase teacher content knowledge while planning standards-based lessons.	Ortega, Ruth	8/11/2014	lesson plans, classroom observations, planning day agendas	5/29/2015 weekly
G1.B1.S2.A1	Instructional coaches will complete the coaching cycle to include modeling and side-by-side teaching to increase teacher content knowledge during instructional delivery.	Ortega, Ruth	8/11/2014	sign in sheets, lesson plans, classroom observations	5/29/2015 monthly
G1.B2.S2.A1	Grade level discussions of using the reading program	Ortega, Ruth	8/11/2014	meeting notes, classroom walk-throughs	5/29/2015 weekly
G1.B3.S1.A1	Staff development on rigor	Maloney, Rachel	8/11/2014	Classroom observations	5/29/2015 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	Teachers will increase integration of science into reading and math instruction.	Ortega, Ruth	8/11/2014	Lesson plans, student work, classroom observations	5/29/2015 weekly
G3.B1.S1.A1	Instructional coaches will schedule and deliver professional development planning days to increase teacher content knowledge while planning standards-based lessons.	Ortega, Ruth	8/11/2014	lesson plans, classroom observations	9/30/2014 one-time
G4.B1.S1.A1	Instructional coaches will schedule and deliver professional development planning to increase teacher content knowledge.	Ortega, Ruth	8/18/2014	Class referral data, school referral data	5/15/2015 monthly
G1.MA1	Administration and the instructional coaches will regularly monitor student achievement data to evaluate student progress toward the goal and targets.	Maloney, Rachel	8/11/2014	Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data	5/29/2015 monthly
G1.B1.S1.MA1	How much the planning time helped teachers integrate curriculum	Ortega, Ruth	8/11/2014	Lesson plans, classroom observations	5/29/2015 monthly
G1.B1.S1.MA1	Planning days for integration of language arts and social studies	Ortega, Ruth	8/11/2014	sign in sheets, lesson plans	5/29/2015 weekly
G1.B3.S1.MA1	Use of rigor with students	Ortega, Ruth	8/18/2014	classroom walkthroughs, data meetings	6/3/2015 biweekly
G1.B3.S1.MA1	Use of rigor with students	Ortega, Ruth	8/18/2014	classroom walkthroughs lesson plans	6/3/2015 biweekly
G1.B1.S2.MA1	Administration and the instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.	Ortega, Ruth	8/11/2014	Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data	5/29/2015 biweekly
G1.B1.S2.MA1	Administration will participate in planning days, coaching sessions, and complete lesson plan checks to ensure that all action steps are occurring.	Ortega, Ruth	8/11/2014	Lesson plans, classroom observations, planning day agendas	5/29/2015 monthly
G1.B2.S2.MA1	Successful implementation of technology components of reading program	Ortega, Ruth	9/22/2014	Classroom walkthroughs	5/29/2015 weekly
G1.B2.S2.MA1	Professional Learning Community meetings to discuss reading plan	Ortega, Ruth	9/15/2014	PLC notes, classroom observations	5/29/2015 biweekly
G2.MA1	Administration and instructional coaches will monitor student achievement data to evaluate the effectiveness of instruction.	Hurley, Suzanne	8/11/2014	Benchmark data, FCAT data, teacher created test data	5/29/2015 quarterly
G2.B1.S1.MA1	Administration and the instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of instructional planning.	Ortega, Ruth	8/18/2014	Student achievement Benchmark data and on commonly created mini-assessments, FCAT 2.0 Science student achievement data	5/29/2015 biweekly
G2.B1.S1.MA1	Administration will complete lesson plan checks to ensure that all action steps are occurring.	Maloney, Rachel	8/11/2014	classroom observation, lesson plans	5/29/2015 biweekly
G3.MA1	Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the progress toward the goal and/or targets.	Ortega, Ruth	8/11/2014	Benchmark results, FSA 2015 results, teacher's data notebooks	5/29/2015 quarterly
G3.B1.S1.MA1	Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.	Ortega, Ruth	8/18/2014	Student achievement data on commonly created mini-assessments, FSA 2015 student achievement data	5/29/2015 biweekly
G3.B1.S1.MA1	Administration will participate in planning days, coaching sessions, and	Ortega, Ruth	8/11/2014	Classroom observations, lesson plans, planning day agendas	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	complete lesson plan checks to ensure that all action steps are occurring.				
G4.MA1	Teachers will develop a classroom behavior plan.	Ortega, Ruth	8/11/2014	class referrals, school referrals	8/15/2014 one-time
G4.B1.S1.MA1	Administration and instructional coaches will regularly monitor student achievement data to evaluate the effectiveness of the instructional planning days.	Ortega, Ruth	8/11/2014	classroom behavior plans, class referrals, school referrals	5/15/2015 quarterly
G4.B1.S1.MA1	Administration and instructional coaches will participate in planning days and coaching sessions.	Ortega, Ruth	8/11/2014	Classroom observations and planning day agendas.	5/15/2015 quarterly

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 Opportunities

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

G1. Teachers will deliver comprehensive and rigorous instruction that is standards-based and data-driven.

G1.B1 Teachers struggle with content knowledge.

G1.B1.S2 Content specific staff development

PD Opportunity 1

Instructional coaches will complete the coaching cycle to include modeling and side-by-side teaching to increase teacher content knowledge during instructional delivery.

Facilitator

Rachel Maloney, Reading Coach

Participants

K-5 teachers

Schedule

Monthly, from 8/11/2014 to 5/29/2015

G1.B3 Inconsistent level of rigor in the classrooms daily

G1.B3.S1 Staff development on what rigor looks like.

PD Opportunity 1

Staff development on rigor

Facilitator

Rachel Maloney, Reading Coach

Participants

All instructional personnel

Schedule

Quarterly, from 8/11/2014 to 5/29/2015

G3. Develop comprehensive and rigorous math instruction by using data to find gaps and areas of need and to utilize supplemental materials to enhance our core math program.

G3.B1 Teachers struggle with content knowledge.

G3.B1.S1 Teachers will participate in planning days with instructional coaches during which they will learn about, and plan for, standards-based lessons to include instruction, tasks, and assessments that will be used to continuously inform instruction and increase.

PD Opportunity 1

Instructional coaches will schedule and deliver professional development planning days to increase teacher content knowledge while planning standards-based lessons.

Facilitator

OCPS Professional Development Services

Participants

Classroom teachers K-5

Schedule

On 9/30/2014

G4. Teachers will implement effective classroom management systems.

G4.B1 Teachers having little or no training in classroom management,

G4.B1.S1 Instructional coaches will schedule and deliver staff development planning to increase teacher knowledge in classroom management.

PD Opportunity 1

Instructional coaches will schedule and deliver professional development planning to increase teacher content knowledge.

Facilitator

Rachel Maloney

Participants

Classroom teachers

Schedule

Monthly, from 8/18/2014 to 5/15/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0