FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: HILLTOP ELEMENTARY SCHOOL

District Name: Hardee

Principal: Douglas Herron

SAC Chair: Tammy Gomez

Superintendent: David Durastanti

Date of School Board Approval:

Last Modified on: 11/8/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					Hardee Junior High School 2004-2005: School Grade of C; 48% of students met high standards in reading; 56% of students met high standards in math; 84% of students met high standards in wrting; 54% of students made learning gains in reading; 64% of students made learning gains in math; 66% of lowest quartile made learning gains in reading; AYP not met. 2005-2006: School Grade of B; 51% of students met high standards in reading; 59% of students met high standards in math; 75% of students met high standards in writing; 63% of students made learning gains in reading; 69% of students made learning gains in math; 69% of lowest quartile made learning gains in reading; AYP not met. 2006-2007: School Grade of C; 54% of students met high standards in reading; 54% of students met high standards in math; 77% of students met high standards in writing; 28% of students met high

Principal	Douglas Herron	BA in Buisness Administration MEd/ in Educational Leadership Certification in Middle Grades Math (5-9), Economics (6-12), Middle Grades Endorsement, and School Principal (All Levels)	3	8	standards in science; 59% of students made learning gains in reading; 66% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 67% of lowest quartile made learning gains in math; AYP not met. 2007-2008: School Grade of B; 58% of students met high standards in reading; 65% of students met high standards in math; 88% of students met high standards in writing; 36% of students met high standards in science; 60% of students made learning gains in reading; 73% of student made learning gains in math; 66% of lowest quartile made learning gains in reading; 65% of lowest quartile made learning gains in math; AYP not met. 2008-2009: School Grade of C; 59% of students met high standards in reading; 61% of students met high standards in math; 84% of students met high standards in writing; 25% of students met high standards in science; 61% of students made learning gains in reading; 63% of students made learning gains in math; 72% of lowest quartile made learning gains in reading; 65% of lowest quartile made learning gains in math; AYP not met.

Hilltop Elementary School 2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made learing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met. Hilltop Elementary School 2010-2011: School Grade A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made learning gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made learning gains in math; AYP not met. 2011-2012: School Grade B; 58% of students met high standards in reading; 73% of students met high standards in math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math. |
| Assis Principal | Sheryl Mosley | BA in Elementary Education; MEd in Curriculum and Instruction; SEd in Educational Leadership, EdD in Educational Leadership Certification in Elementary Ed.1-6,Reading Endorsement,ESOL Endorsement-State of Florida | 5 | | 2008-2009: School Grade of A; 81% of student met high standards in reading; 82% of students met high standards in math; 87% of students met high standards in writing; 36% of students met high standards in science; 77% of students made learning gains in reading; 70% of students made learning gains in math; 61% of lowest quartile made learning gains in reading; 74% of lowest quartile made learning gains in math; AYP Met. 2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made learing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met. 2010-2011: School Grade A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made learing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made |

					learning gains in math; AYP not met. 2011-2012:School Grade B; 58% of students met high standards in reading; 73% of students met high standards in math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math.

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
All Academic Areas: Reading, Math, Science, and Writing	Sherri Kouns	BA in Elementary Education; Certification in Primary Ed.K-3, Elementary Ed. 1-6, ESE K-12,ESOL Endorsement-State of Florida	7		Hilltop Elementary School 2006-2007: School Grade of B; 67% of students met high standards in reading, 65% of students met high standards in math; 83% of students met high standards in writing; 39% of students met high standards in science; 70% of students made learning gains in reading; 66% of students learning gains in math; 59% of lowest quartile made learning gains in reading; 64% of lowest quartile made learning gains in math; AYP not met. 2007-2008: School Grade of B; 75% of students met high standards in reading; 79% of students met high standards math; 66% of students met high standards in writing; 44% of students met high standards in math, AYP not met. 2008-2009: School Grade of A; 81% of student met high standards in reading; 82% of students met high standards in math; 87% of students met high standards in writing; 36% of students met high standards in science; 77% of students made learning gains in reading; 70% of students made learning gains in math; 61% of lowest quartile made learning gains in reading; 74% of lowest quartile made learning gains in math; AYP Met. 2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made leaing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met. 2009-2010: School Grade of A; 85% of students met high standards in reading; 86% of students met high standards in math; 82% of students met high standards in writing; 59% of students met high standards in science; 71% of students made leaing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 60% of lowest quartile made learning gains in math; AYP not met. 2010-2011: School Grade A; 82% of students met high standards in reading; 80% of students met high standards in math; 77% of students met high standards in writing; 59% of students met high standards in science; 68% of students made leaing gains in reading; 63% of students made learning gains in math; 63% of lowest quartile made learning gains in reading; 53% of lowest quartile made learning gains in math; AYP not met. 2011-2012: School Grade B; 58% of students met high standards in reading; 73% of students met high standards in

					math; 71% of students met high standards in writing; and 49% of students met high standards in science. 48% of students in the lowest quartile made learning gains in reading; and 82% of students in the lowest quartile made learning gains in math.

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	The school principal works in cooperation with the direction of human resources to set up interviews through the school district website.	Douglas Herron, Prinicpal	Until all available positions are filled.	
2	The school also traditionally utilizes an extremely successful mentoring program to ensure that all new teachers to Hilltop Elementary or the teaching profession are offered every possible opportunity to succeed through observations by administrators, and the literacy coach through colloboration on planning, curriculum, expectations and interventions.	Douglas Herron,Principal; Sheryl Mosley, Assistant Principal; Sherri Kouns, Literacy Coach	Ongoing	
3	Providing Relevant Professional Development to retain a high quality, Highly Qualified teaching staff	Douglas Herron, Principal; Sheryl Mosley, Assistant Principal; Sherri Kouns, Literacy Coach	June 2013	
4				

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
Hilltop Elementary staff and paraprofessionals are all teaching in field.	

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
31	3.2%(1)	25.8%(8)	48.4%(15)	29.0%(9)	9.7%(3)	100.0%(31)	19.4%(6)	3.2%(1)	87.1%(27)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Mrs. Kouns the Literacy Coach will serve as the mentor for	Mrs. Kouns will observe and offer feedback for the

Sherri Kouns	Katie Bryan	the beginning teachers. Mrs. Kouns experience demonstrates knowledge of her expertises with instructional teaching strategies which foster students growth and achievement.	mentees. She will coach and model lessonsfor the mentees. Mrs. Kouns will host mentee meetings to discuss feedback from observations of evidence-based strategies she observes, she will make sure the mentees are implementing state standards and monitoring progress of students in their classrooms.
Sherri Kouns	Sarah Guzman	Mrs. Kouns the Literacy Coach will serve as the mentor for the beginning teachers. Mrs. Kouns experience demonstrates knowledge of her expertises with instructional teaching strategies which foster students growth and achievement.	Mrs. Kouns will observe and offer feedback for the mentees. She will coach and model lessonsfor the mentees. Mrs. Kouns will host mentee meetings to discuss feedback from observations of evidence-based strategies she observes, she will make sure the mentees are implementing state standards and monitoring progress of students in their classrooms.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

> Supplementary academic services are provided through after-school or summer school programs, an academic intervention resource teacher, and technology resources. Title I Part A, Title II, and the District collaborate in providing professional development, and funding Literacy Coaches. The District Data Coach and the Director of Student Academic Services/Assessment will also assist the school in the coordination of efforts to best serve the students of Hilltop Elementary School.

Title I, Part C- Migrant

> The Migrant Coordinator and Migrant Advocate collaborate with school staff to ensure that the needs of migrant students are met. Academic and support services enable migrant students to participate fully in the overall educational experience.

Title I, Part D

> N/A

Title II

> These funds provide Professional Development for teachers, substitutes for release time for teachers, consultant travel, Professional Development stipends, extra duty for the Academic Literacy Coach, and mentoring bonuses. Additionally, incentive bonuses for high performing administrators are funded by Title II. The District Director of Curriculum will also assist in providing guidance and support with the Professional Development process.

Title III

> The District Data Coach and school site Literacy Coach will present Professional Development that addresses the unique needs of ELL/Migrant students.

Title X- Homeless

Title X money will be used to partially fund a Liaison, who will identify homeless students and ensure that resulting services are provided.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funding pays for at least one teacher at each school to teach a remedial course (could be pull-out services), as well as extra-duty funding for teachers to teach summer school.

Violence Prevention Programs

N/A

Nutrition Programs

The School Breakfast Program offers a nutritious breakfast for full pay students, as well as those participating in the free/reduced meal program. Such meals play an important part in supporting student achievement, as well as teaching students the elements of good nutrition.

The National School Lunch Program provides a nutritious lunch for both full-pay and free/reduced students. Healthy food supports academic achievement by providing the necessary nutrients to student growth and development.

The Summer Food Service Program provides a no-cost breakfast and lunch to community children age 18 and younger.

Housing Programs

N/A

Head Start

Hilltop Elementary School provides assistance to locally Federally funded day care facilities by providing transition days. Kindergarten Round-Up is held each spring to provide information to the parents of children who will be entering kindergarten the following school year. Kindergarten teachers visit local day care facilities to inform parents of expectations at Hilltop Elementary School. These activities all help to ease the transition to school.

Adult Education

The District's Adult and Community Education Program provides instruction not only to those adults seeking a GED, but for those wanting to learn English as well. This is a vital service to our community, which has a large migrant population. Parents of students attending Hilltop Elementary School often attend these ELL classes in an effort to learn English, so that they may better help their children with homework and communicate with their teacher.

Career and Technical Education

N/A

Job Training

N/A

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Supports the vision for implementation of RtI, conducts assessments of the RtI skills of staff, assures implementation of intervention support any documentation, communicates with parents regarding RtI plans and activities.

Select General Education Teachers(Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions;

and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Guidance Counselor/Literacy Coach(Reading/Math/Science/Writing): 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 need 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 assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates 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 systemic patterns of student need with respect to language skills.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The team will meet bi-weekly to engage in the following activities: Review FAIR screening data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/not meeting expectations; meet with the classroom teacher and parents to develop intervention plans for students; review monitoring data and intervention strategies for success.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

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

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

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

Progress Monitoring: PMRN, Performance Matters, District Benchmark Assessments, Accelerated Reader(AR)

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

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

Frequency of Data Days: Twice a month for data analysis

Describe the plan to train staff on MTSS.

With full implementation of RtI continuing throughout the 2012-2013 school year, Hilltop Elementary School will continue to train and inform new staff and refresh existing staff about RtI/PBS and the RtI/PBS process. This ongoing professional development will be provided during teachers' common planning time, during faculty meetings, and during district in-service days. An RtI/PBS evaluation session will be held in May 2013.

Describe the plan to support MTSS.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Principal - Douglas Herron
Assistant Principal - Sheryl Mosley
Literacy Coach - Sherri Kouns
Kindergarten Chair - Elizabeth Jaquez
1st Grade Chair - Ella Wolgast
2nd Grade Chair - Teresa Cortez
3rd Grade Chair - Micah Myers
4th Grade Chair - Jessalyn Christenson/Tammy Farrer
5th Grade Chair - Kimberly Islas
Reading Resource - Michelle Shepard
Media Specialist - Pam Warren
Guidance Counselor - Karen Hartman
Positive Behavior Support Teacher - Gretchen Mason

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) meets once per month. Douglas Herron, Principal and Sheryl Mosley, Assistant Principal work together to set the agenda and lead the meetings. In addition to following the District K-12 Reading Plan and ongoing initiatives, Sherri Kouns,Literacy Coach helps identify and set agenda items, based on needs she's observed during the course of her duties. She also provides professional development on Bloom's Depth of Knowledge through monthly faculty meetings. Assistant Principal, Sheryl Mosley, assures that all members of the faculty and staff sign-in, keeping track of sign-in sheets and agendas for Title I documentation.

What will be the major initiatives of the LLT this year?

- Multi-Tiered System of Supports(MTSS)/Response to Instruction/Intervention(RtI) and Positive Behavior Supports(PBS) Implementation.

- Initiative to incorporate science and social studies curriculum into the reading/literacy block.

- Implementation of the Lesson Study process.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Kindergarten Round-Up is held in the spring of each year to provide information to parents of students who will be starting kindergarten in the fall. Kindergarten teachers visit day cares to inform parents of the expectations of kindergarteners at Hilltop Elementary. These activities are helpful in easing the transition to school.

The Hardee County VPK program was offered at Hilltop Elementary School in June through August. This program service four and five year olds entering Kindergarten in August. This program is state funded and provides instructions to prepare students for Kindergarten.
The Early Learning Coalition works withthe school district to identify pre-school students withiin Hardee who quality for a program.

*Grades 6-12 Only

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	The percentage of students scoring Level 3 on the 2013 Reading FCAT will increase from 25% to 33%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25%(38) of the students at Hilltop Elementary scored a Level 3 on the 2012 Reading FCAT.	The expected level of performance of students achieving proficiency on the reading portion of the 2012-2013 FCAT is 33%(52).

		Problem-Solving Process to Increase Student Achievement		
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time lost due to the time that is required to complete FAIR, school based and district benchmark assessments.	Continue to insure that FAIR and benchmark assessment data is used to monitor student progress, thereby insuring that the instructional time invested in formative assessments foster desired gains in student achievement.	Principal, Assistant Principal, Literacy Coach, and Classroom Teacher	Review FAIR Data reports and benchmark assessments to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.	FAIR, school based, and district benchmark data
2	Students lack vocabulary and background knowledge necessary for optimal reading success.	Continue using an explicit vocabulary curriculum (ie McRel Elements of Reading) at each grade level. Additionally, vocabulary will be enhanced through the use of various genres of children's literature.	Principal, Assistant Principal, Literacy Coach, Resource Teachers, and Classroom Teachers	Student progress is assessed using FAIR, school based assessments and district benchmarks.	FAIR, school based, and district benchmark assessment data will be used to determine student growth.
3	Time required to train and monitor teachers in the use of higher order questioning techniques.	Provide professional development sessions on the effective use of Webb's Depth of Knowledge as it applies to higher order questioning.	Principal, Assistant Principal, Literacy Coach	Periodic classroom walk throughs (CWT) and observations to assess rigor and relevance in delivery and the classroom environment.	CWT logs and classroom oservations
4	Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.	Continue to implement a 30 minute RtI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach	A 30 minute RTI block will be scheduled three days a week where Tier 2 and Tier 3 interventions are being implemented.	FAIR, District Benchmark Assessments, Data Chats, and STAR Test results.
5	Management of time, materials, personnel, and scheduling necessary to meet the needs of Level 1 and Level 2 students.	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined by prior FCAT data and current district	Principal, Assistant Principal, Literacy Coach, and classroom teachers	Mini-assessments, current benchmark data, and classroom performance	District Benchmarks, School-based Assessments, Data Chats, RtI Chats

		benchmark data			
6	Management of time, materials, personnel, and scheduling necessary to increase the achievement of students scoring Level 3 on the FCAT	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined by prior FCAT data and current district benchmark data	Principal, Assistant Principal, Literacy Coach, and classroom teachers	Mini-assessments, current benchmark data, and classroom performance	District Benchmarks, School-based Assessments, Data Chats, RtI Chats

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	The percentage of students scoring a Level 4 or 5 on the 2013 Reading FCAT will increase from 32% to 40%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
The current level of performance of students achieving above proficiency on the 2012 Reading FCAT is 32%(48).	The expected level of performance of students achieving above proficiency on the Reading portion of the 2013 FCAT i 40%(63).

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.	Each grade level will implement an enrichment group to provide challenging activities for students who demonstrate proficiency on district benchmark assessments. (i.e. Students who score 70% or higher)	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.	District benchmark assessments, CWT Logs, Data Chats, Classroom Observations
	Effectively monitoring of curriculum and instruction	Focus on rigor and relevance during Team	Principal, Assistant Principal, Literacy	Administration will conduct periodic	CWT Logs, Lesson plans, Grade Team

2	for rigor and relevance across the curriculum.	Planning Meetings.	Coach, Classroom Teachers	classroom observations to assess rigor and relevance in delivery and classroom environment.	Agendas, and Classroom Observations.
3	Time required to train and monitor teachers in the use and implementation of CCSS.	Provide professional development sessions on the effective use of Common Core Standards throughout the curriculum.	Principal, Assistant Principal, Literacy Coach, CCSS School-Based Team	Periodic classroom walk throughs (CWT) and observations to assess classroom environment and relevance	CWT Logs, Lesson Plans, and Classroom Observations
4					

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2b. Florida Alternate Assessment:
Students scoring at or above Achievement Level 7 in reading.

Reading Goal #2b:	The percentage of students scoring at or above Level 7 on the 2013 Florida Alternate Assessment will remain 100% (1).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012, 100%(2) of students at Hilltop Elementary School achieved a Level 7 or higher in reading on the Florida Alternate Assessment.	In 2013, 100%(1) student will achieve a Level 7 or higher on the Florida Alternate Assessment.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.	ESE students will be mainstreamed into Grade-Level General Ed appropriate classrooms.	Principal, Assistant Principal, Literacy Coach, ESE Teachers, Grade-Level Teachers	Effectiveness of enrichment activities will be determine by the number of students who maintain or increase their level of proficiency on district benchmark assessments.	District benchmarks assessments, CWT Logs, Data Chats, Classroom Observations
2	Effectively monitoring of curriculum and instruction for rigor and relevance across the curriculum.	Focus on rigor and relevance during Joint Planning Sessions between ESE Teachers and General ED Teachers.	Principal, Assistant Principal, Literacy Coach, ESE Teachers, Grade-Level Teachers	Administration will conduct periodic classroom observation to assess rigor and relevance in delivery and classroom environment.	CWT Logs, Lesson plans, Joint Grade-Level and ESE Agendas, and Classroom Observations.
3	Time required to train and monitor teachers in the use and implementation of Common Core Standards and the use of ESE accommodations.	Provide professional development sessions on the effective use of Common Core Standards and use of ESE accommodations through the curriculum.	Principal, Assistant Principal, Literacy Coach, Common Core Team	Periodic classroom walk through (CWT) and observations to assess classroom environment and relevance.	CWT Logs, Lesson Plans, and Classroom Observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3a. FCAT 2.0: Percentage of students making learning gains in reading.

Reading Goal #3a:	The percentage of students making learning gains on the 2013 Reading FCAT will increase from 57%(64) to 63%(62).
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2012 Hilltop Elementary had 57%(64) of students make learning gains in Reading according on the Reading portion of	In 2013 Hilltop Elementary will have 63%(62)of students make learning gains in Reading according to the Reading

	the FCAT.				portion of the FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Management of time, materials, personnel, and scheduling necessary to meet the needs of Level 1 and Level 2 students.	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined by prior FCAT data and current district benchmark data.	Principal, Assistant Principal, Literacy Coach, and Classroom Teachers.	Mini-assessments, current benchmark data, and classroom performances.	CWT Logs and Classroom Observations, RtI Fidelity Checks & Sheets, District Benchmarks
2	Management of time, materials, personnel, and scheduling necessary to increase the achievement of students scoring Level 3 on the FCAT.	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined by prior FCAT data and current district benchmark data	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Mini-assessments, current benchmark data, and classroom performance.	CWT logs and classroom observations, RtI Fidelity Checks & Sheets, District Benchmarks.
3	Management of time, materials, personnel, and scheduling necessary to increase and/or maintain the achievement of students scoring Level 4 or Level 5 on the FCAT.	A dedicated RtI time and after school program designed to provide enrichment for high achieving students.	Principal, Assistant Principal, Literacy Coach, and Classroom Teachers	Mini-assessments, current benchmark data, and classroom performance.	CWT logs and classroom Observations, RtI Fidelity Checks & Sheets, District Benchmarks
4	Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.	Continue to implement a 30 minute RtI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach	A 30 minute RtI block will be scheduled at least three days a week where Tier 2 and Tier 3 interventions are being implemented.	CWT logs and classroom observations, RtI Fidelity Checks & Sheets, District Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

	Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25%	

making learning gains in reading.

Reading Goal #4:

The percentage of students in the lowest quartile making learning gains on the 2013 FCAT Reading will increase from 48%(9) to 50%(11).

2012 Current Level of Performance:	2013 Expected Level of Performance:
48%(9) of the students in the lowest quartile made learning gains on the 2012 Reading FCAT.	The expected level of performance of students in the lowest quartile making learning gains on the Reading portion of the 2013 FCAT is 50% (11).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to master required reading skills during the 90 minute reading block.	Students scoring in the lowest quartile will receive remediation from the reading resource teacher for 30 minutes per day in addition to the 90 minute reading block.	Principal, Assistant Principal, Literacy Coach, Reading Resource teacher	Student growth will be assessed through disaggregation of data from Classroom, School-based assessments, and district benchmark assessments.	FAIR results, school-based assessments, and district benchmark assessments.
2	Students struggle with fluency and stamina when faced with complex reading passages.	Weekly Cold Read Assessments will increase in length and complexity as the school year progresses to build student stamina. Teachers will administer periodic fluency probes to assess student fluency.	Assistant Principal, Literacy Coach, Classroom teachers	Student growth will be assessed through Classroom, School-based assessments, and district benchmark assessments.	FAIR results, school-based assessments, and district benchmark assessments.
3	Individual student's needs vary according to levels of parent involvement and parent literacy.	Encourage non-English speaking parents to attend ESOL Adult classes. Also, students are provided with Marie Carbo books on CD and CD players to use at home.	Assistant Principal, Literacy Coach, Classroom teachers	Student growth will be assessed by the increase in student fluency and comprehension.	FAIR results, school-based assessments, and district benchmark assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	The achievement gap for those students achieving proficiency (Level 3) will be reduced by 50% over a six year period. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	57	62	67	72	77	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The percentage of White students not making satisfactory progress on the 2013 Reading FCAT will decrease from 9%(3) to 2%(1) The percentage of Hispanic students not making satisfactory progress on the 2013 Reading FCAT will decrease from 46% (51) to 40%(46).
2012 Current Level of Performance:	2013 Expected Level of Performance:
	It is expected that the percentage of White students scoring

9%(3) of White students and 46%(51) Hispanic students scored below a Level 3 on the 2013 Reading FCAT.

below Level 3 on the 2013 Reading FCAT will be 2%(1). The percentage of Hispanic students scoring below Level 3 on the 2013 Reading FCAT will be 40%(46). This is decrease of 7% for White students and 6% for Hispanic students.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time lost to the time that is required to complete FAIR and district and benchmark assessments.	Continue insuring that we use the FAIR and district benchmark assessment data to monitor student progress, thereby insuring that the instructional time invested in formative assessments pays off.	Principal, Assistant Principal, Literacy Coach	Review FAIR data reports and district benchmark assessments to progress monitor students and to ensure teachers are assessing students at prescheduled intervals.	FAIR and district benchmark assessment data
2	Time required to train and monitor less experienced teachers in the use of higher order questions.	Continue higher-order questioning using Bloom's new Taxonomy methodology in lesson planning and best practice professional development sessions	Principal, Assistant Principal, Literacy Coach	Lesson plans will be reviewed during CWT and will be checked periodically by the principal, assistant principal, and literacy coach.	CWT logs and classroom observations to determine frequency of higher order questioning.
3	Effectively monitoring curriculum and instruction for rigor and relevance	Focus on rigor and relevance in lesson planning and best practice professional development sessions. Faithful implementation of new Copeland Instructional Observation/Evaluation Instrument	Principal, Assistant Principal, Literacy Coach	Administration will do periodic classroom observations to assess rigor and relevance in lesson planning and delivery.	Frequent CWT will encourage rigor and relevance in lessons and delivery
4	Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.	Continue to implement a 30 minute RtI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach	A 30 minute RTI block will be scheduled three days a week where Tier 2 and Tier 3 interventions are being implemented.	FAIR, District Benchmark Assessments, Data Chats, and STAR Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The percentage of ELL students not making satisfactory progress on the Reading portion of the 2013 FCAT will decrease from 62%(26) to 55%(20).
2012 Current Level of Performance:	2013 Expected Level of Performance:
62%(26) of ELL students did not make satisfactory progress on the 2012 Reading FCAT.	It is expected that 55%(20) of ELL students will not make satisfactory progress on the 2013 Reading FCAT. This is a decrease of 7%.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Instructional time lost to the time that is required to complete FAIR and district and	Continue insuring that we use the FAIR and district benchmark assessment data to	Principal, Assistant Principal, Literacy	Review FAIR data reports and district benchmark assessments to progress monitor	FAIR and district benchmark assessment data

1	benchmark assessments.	monitor student progress, thereby insuring that the instructional time invested in formative assessments pays off.	Coach	students and to ensure teachers are assessing students at prescheduled intervals.	
2	Time required to train and monitor less experienced teachers in the use of higher order questions.	Continue higher-order questions and use of Bloom's new taxonomy in lesson planning and best practice professional development sessions	Principal, Assistant Principal, Literacy Coach	Lesson plans will be reviewed during CWT and will be checked periodically by the principal, assistant principal, and literacy coach.	CWT logs and classroom observations to determine frequency of higher order questioning.
3	Effectively monitoring curriculum and instruction for rigor and relevance.	Focus on rigor and relevance in lesson planning and best practice professional development sessions. Faithful implementation of new Copeland Instructional Observation/Evaluation Instrument	Principal, Assistant Principal, Literacy Coach	Administration will do periodic classroom observations to assess rigor and relevance in lesson planning and delivery.	Frequent CWT will encourage rigor and relevance in lessons and delivery
4	Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.	Continue to implement a 30 minute RtI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach	A 30 minute RTI block will be scheduled three days a week where Tier 2 and Tier 3 interventions are being implemented.	FAIR, District Benchmark Assessments, Data Chats, and STAR Test results.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	The percentage of Economically Disadvantaged students not making satisfactory progress in the Reading portion of the 2013 FCAT will decrease from 49%(67) to 40%((35).
2012 Current Level of Performance:	2013 Expected Level of Performance:

| | | 49%(67) of Economically Disadvantaged students did not make satisfactory progress in Reading on the 2012 FCAT. | It is expected that 40%(35) of the Economically Disadvantaged students will not make satisfactory progress in Reading on the 2013 FCAT. This is a decrease of 9%. |

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional time lost to the time that is required to complete FAIR and district and benchmark assessments.	Continue insuring that we use the FAIR and district benchmark assessment data to monitor student progress, thereby insuring that the instructional time invested in formative assessments pays off.	Principal, Assistant Principal, Literacy Coach	Review FAIR data reports and district benchmark assessments to progress monitor students and to ensure teachers are assessing students at prescheduled intervals.	FAIR and district benchmark assessment data
2	Time required to train and monitor less experienced teachers in the use of higher order questions.	Continue higher-order questions and use of Bloom's new taxonomy in lesson planning and best practice professional development sessions	Principal, Assistant Principal, Literacy Coach	Lesson plans will be reviewed during CWT and will be checked periodically by the principal, assistant principal, and literacy coach.	CWT logs and classroom observations to determine frequency of higher order questioning.
3	Effectively monitoring curriculum and instruction for rigor and relevance.	Focus on rigor and relevance in lesson planning and best practice professional development sessions. Faithful implementation of new Copeland Instructional Observation/Evaluation Instrument	Principal, Assistant Principal, Literacy Coach	Administration will do periodic classroom observations to assess rigor and relevance in lesson planning and delivery.	Frequent CWT will encourage rigor and relevance in lessons and delivery

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Literacy Teams	K-5	Literacy Coach	Grade Levels	Monthly	Sign in sheet, meeting/training checklist	Principal, Assistant Principal, Literacy Coach
Best Practice: Instructional Strategies	K-5 Reading	Literacy Coach	School Wide	During planning and after school, scheduled in-service days	Sign-in Sheet,Documented in Lesson Plans, Observe during classroom CWT	Principal, Assistant Principal, Literacy Coach
Gradual Release Model	K-5	Literacy Coach	School Wide	During common planning, after-school, scheduled in-service training	Sign-in Sheet,Documented in Lesson Plans, Observe during classroom CWT	Principal, Assistant Principal, Literacy Coach
Common Core State Standards/Text Complexity	K-5	Literacy Coach, Common Core school Team	School Wide	During weekly grade level meeting	Sign-in Sheet, Documented in lesson plans,observe during walk classrooom through	Principal, Assistant Principal
Book Study	K-5	Literacy Coach	School Wide	After School	Sign-in Sheet	Principal, Assistant Principal

Performance Matters Data Disaggregation Training and Follow-ups	K-5	Literacy Coach	Grade Levels	Throughout the school year.During common planning time.	Teachers log from Performance Matter of Teacher Usage and reports.Data Chats with teachers discussing students data from performance Matters Reports.	Principal, Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Curriculum Associates, Inc. - IReady research proven web-based reading diagnostic and prescriptive instructional program.	Title I	$3,483.00
Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Discovery Education - Progress Zone and Interim Benchmark programs.	Title I	$800.00
Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Study Island	Title I	$974.38
Data-driven, research-based programs to reteach specific skill deficiencies.	Brain Pop	General	$1,650.00
Research-based programs to teach skill specific deficiencies	Florida Ready Reading	General	$2,577.00
Research-based programs to increase vocabulary usage.	Elements of Reading - Vocabulary	General	$4,193.00
			Subtotal: $13,677.38

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	48 Hamilton Electronic Headphones to use in the computer labs with evidence-based programs listed above.	Title I	$757.55
			Subtotal: $757.55

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Discovery Education - Professional Development.	Title I	$250.00
			Subtotal: $250.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $14,684.93

End of Reading Goa

Comprehensive English Language Learning Assessment (CELLA) Goals

When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking.	54% percent of students will score proficient in Listening

CELLA Goal #1:	and Speaking on CELLA.

2012 Current Percent of Students Proficient in listening/speaking:

%49 (81) students scored proficient in listening/speaking on CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the necessary vocabulary to express themselves adequately.	SRA Vocabulary building: used in small group setting or one-on-one; McREL Elements of Reading with focus on vocabulary and word building; English in a Flash used to supplemnt core vocabulary instruction.	Principal; Assistant Principal; Literacy Coach; Classroom Teacher	Classroom Observation, Mini-assessments,Current (LY)students will be monitored by the Teacher, Literacy Coach, and Administrators during PLC meetings, and Data Chats.	CELLA 2013

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	35% of students wil score proficient on the Reading portion of the 2013 CELLA.

2012 Current Percent of Students Proficient in reading:

32% (60) students scored proficient on the Reading portion of CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	ELL students lack the decoding skills needed to read and comprehend required text.	Saxon, McRel, and the phonics portion of the Spalding method of reading will be used to supplement core phonics instruction.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Classroom Observation, Mini-assessments,Current (LY)students will be monitored by the Teacher, Literacy Coach, and Administrators during PLC meetings, and Data Chats.	Cella 2013
2	ELL students lack the vocabulary development needed to read and comprehend required text.	McRel, English in a Flash, Accelerated reader, and Word Explorer will be used to enhance core vocabulary instruction.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Classroom Observation, Mini-assessments,Current (LY)students will be monitored by the Teacher, Literacy Coach, and Administrators during PLC meetings, and Data Chats.	CELLA 2013, FAIR, Mini-Assessments, EIF

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	35% of students will be proficient in Writing on CELLA 2013.

2012 Current Percent of Students Proficient in writing:

31% (52 students) were proficient on the writing portion of CELLA.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the convention skills needed to pass the writing portion of the Cella Test.	Within the writing instruction block teachers will provided targeted instruction in regard to writing conventions.	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Classroom Observation, Mini-assessments,Current (LY)students will be monitored by the Teacher, Literacy Coach, and Administrators during PLC meetings, and Data Chats.	2013 Cella

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	The percentage of students scoring a Level 3 in Mathematics on the 2013 FCAT will increase from 41%(62) to 50%(79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
41%(62) of students scored a Level 3 on the 2012 Mathematics FCAT.	It is expected that 50%(79)students will score a Level 3 on the 2013 Mathematics FCAT.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Time required to train and monitor teachers in the use and implementation of CCSS.	Provide professional development sessions on the effective use of CCSS throughout the curriculum.	Principal, Assistant Principal, Literacy Coach, CCSS School-Based Team	Periodic classroom walk throughs (CWT) and observations to assess classroom environment and relevance.	CWT Logs, Lesson Plans, and Classroom Observations
2	Instructional time lost due to the time that is required to complete State, District, and School-Based benchmark assessments.	Continue to insure that benchmark assessment data is used to monitor student progress, thereby insuring that the instructional time invested in formative assessments foster desired gains in student achievement.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Review Benchmark Data Reports to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.	District, School-Based, and classroom assessments
3	Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the mathematics curriculum for rigor and cognitive complexity appropriate for each grade-level.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.
4	Students lack the prerequisite math skills to continue successfully in math.	Math Teacher will explicitly teach common math vocabulary/concepts and use essential questioning to promote mastery of math concepts.	Principal, Assistant Principal, Literacy Coach, Classroom Math Teacher.	District, School-based, and classroom assessments.	CWT logs and observations, District, School-based, and classroom assessments.
5	Implementation of the Gradual Release Program to monitor student's mastery.	Teachers will use the Gradual Release Process to monitor students' mastery of math concepts and implementing strategies at each Gradual Release Step.	Principal, Assistant Principal, Literacy Coach, Classroom Math Teacher	District, School-based, and classroom assessments.	CWT logs and observations, Lesson Plans, District, School-based, and classroom assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	The percentage of students scoring a Level 4 or higher on the 2013 Mathematics FCAT will increase from 32%(49) to 37%(58).
2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(49)of students scored a Level 4 or higher on the 2012 Mathematics FCAT.	It is expected that 37%(58) of the students will score a Level 4 or higher on the 2013 Mathematics FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the mathematics curriculum for rigor and cognitive complexity appropriate for each grade-level.	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.
2	Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.	Each grade level will implement an enrichment group to provide challenging activities for students who demonstrate proficiency on district benchmark assessments. (i.e. Students who score 70% or higher)	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Effectiveness of enrichment activities will be determined by the number of students who maintain or increase their level of proficiency on district benchmark assessments.	District benchmark assessments, CWT Logs, Data Chats, Classroom Observations
	Effectively monitoring of curriculum and instruction	Focus on rigor and relevance during Team	Principal, Assistant Principal, Literacy	Administration will conduct periodic	CWT Logs, Lesson plans, Grade Team

3	for rigor and relevance across the curriculum.	Planning Meetings.	Coach, Classroom Teachers	classroom observations to assess rigor and relevance in delivery and classroom environment.	Agendas, and Classroom Observations.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	On the 2011-2012 Florida Alernative Assessment, 100% (2) students scored at or above Achievement Level 7 in Mathematics.
2012 Current Level of Performance:	2013 Expected Level of Performance:
100% (2) students scored at or above Achievement Level 7 in Mathematics on the Florida Alternate Assessment.	The expected level of students scoring at or above achievement Level 7 on the Florida Alternative Assessment will remain at 100% (1).

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Managing and implementing enrichment activities with fidelity due to time constraints resulting from scheduling conflicts and limited staff.	ESE students will be mainstreamed into Grade-Level General Ed appropriate classrooms.	Principal, Assistant Principal, Literacy Coach, ESE Teachers, Grade-Level Teachers	Effectiveness of enrichment activities will be determine by the number of students who maintain or increase their level of proficiency on district benchmark assessments.	District benchmarks assessments, CWT Logs, Data Chats, Classroom Observations

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	The percentage of students making learning gains in Mathematics on the 2013 FCAT will increase from 73%(82) t 80%(79).
2012 Current Level of Performance:	2013 Expected Level of Performance:
73%(82) of students made learning gains on the 2012 Mathematics FCAT.	It is expected that 80%(79) students will make learning gain on the 2013 Mathematics FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Management of time, materials, personnel, and scheduling necessary to meet the needs of Level 1 and Level 2 students.	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined by prior FCAT data and current district benchmark data.	Principal, Assistant Principal, Literacy Coach, and Classroom Teachers.	Mini-assessments, current benchmark data, and classroom performances.	CWT Logs and Classroom Observations, RtI Fidelity Checks & Sheets, District Benchmarks
2	Management of time, materials, personnel, and scheduling necessary to increase the achievement of students scoring Level	A dedicated RtI time and after school program designed to meet the needs of low achieving students as determined	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Mini-assessments, current benchmark data, and classroom performance.	CWT logs and classroom observations, RtI Fidelity Checks & Sheets, District

	3 on the FCAT.	by prior FCAT data and current district benchmark data			Benchmarks.
3	Management of time, materials, personnel, and scheduling necessary to increase and/or maintain the achievement of students scoring Level 4 or Level 5 on the FCAT.	A dedicated RtI time and after school program designed to provide enrichment for high achieving students.	Principal, Assistant Principal, Literacy Coach, and Classroom Teachers	Mini-assessments, current benchmark data, and classroom performance.	CWT logs and classroom Observations, RtI Fidelity Checks & Sheets, District Benchmarks
4	Managing and implementing the RtI block with fidelity with time constraints that are the result of other requirements/needs.	Continue to implement a 30 minute RtI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach	A 30 minute RtI block will be scheduled at least three days a week where Tier 2 and Tier 3 interventions are being implemented.	CWT logs and classroom observations, RtI Fidelity Checks & Sheets, District Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	N/A

2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	The percentage of students in the lowest quartile making learning gains on the 2013 mathematics FCAT will increase from 32%(6) to 40%(9).

2012 Current Level of Performance:	2013 Expected Level of Performance:
32%(6) of the students in the lowest quartile made learning gains on the 2012 mathematics FCAT.	40%(9) of the students in the lowest quartile will make learning gains on the 2013 mathematics FCAT.

<div align="center">Problem-Solving Process to Increase Student Achievement</div>

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students are unable to master required mathematics skills during the 60 minute math	Students scoring in the lowest quartile will receive remediation from the math teacher for 20	Principal, Assistant Principal, Literacy	Student growth will be assessed by showing growth on Classroom, School-based	Student growth as evidenced by progress on various formative

			Coach, Classroom teacher	assessments, and district benchmark assessments.	assessments.
2	ELL students enroll later in the fall and miss vital instruction of new material as well as review of prior year material.	Ell students scoring in the lowest quartile are guaranteed placement in the after school program.	Principal, Assistant Principal, Literacy Coach, After School program teacher.	Student growth will be assessed by showing growth on Classroom, School-based assessments, and district benchmark assessments.	Student growth as evidenced by progress on various formative assessments.
3	Students are deficient in mastery of basic Mathematics Facts.	All students are enrolled in the Math Facts in a Flash program.	Principal, Assistant Principal, Literacy Coach, After School program teacher.	Student growth will be assessed by showing growth on Classroom, School-based assessments, and district benchmark assessments.	Student growth as evidenced by progress on various formative assessments.

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal # Hilltop wil reduce their achievement in Mathematics by 50% in six year. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	72	75	78	81	84	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	The percentage of White students scoring below Level 3 on the 2013 Mathematics FCAT will decrease from 21%(5) to 18%(5). The percentage of Hispanic students scoring below Level 3 on the 2013 Mathematics FCAT will decrease from 29%(32) to 23%(26).
2012 Current Level of Performance:	2013 Expected Level of Performance:
21%(5) of white students and 29%(32) of Hispanic students did not make satisfactory progress on the 2012 Mathematics FCAT.	It is expected that 18%(5) of White students and 45%(51) Hispanic students will not make learning gains on the 2013 Mathematics FCAT. This is a decrease of 3% for White students and 6% for Hispanic students.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the mathematics curriculum for rigor and cognitive complexity appropriate for each grade-level.	Principal Assistant Principal Literacy Coach	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.
2	Effectively monitoring curriculum and instruction for rigor and relevance.	Focus on rigor and relevance in lesson planning and best practices professional development sessions.	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	Classroom walk thrus to assess rigor and relevance in lesson planning and delivery	CWT logs, Data from classroom, district, and state assessments.

		Faithful implementation of the Copeland Instructional Observation / Evaluation Instrument.			
3	Managing and implementing the RTI block with fidelity with the time constraints tht are the result of student needs and state requirements.	Continue to implement a 30 minute RTI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	A 30 minute RTI block will be scheduled three days a week there Tier 2 and Tier 3 interventions are implemented.	Student growth as evidenced by progress on classroom, state, and district assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	The percentage of ELL students not making satisfactory progress on the 2013 Math FCAT will decrease from 38%(16) to 30%(11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
38%(16) of ELL students did not make satisfactory progress on the 2012 Mathematics FCAT.	It is expected that 30%(11) of ELL students will not make satisfactory progress on the 2013 Math FCAT. This is decrease of 8%.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Effectively monitoring curriculum and instruction for rigor and relevance.</td><td>Focus on rigor and relevance in lesson planning and best practice professional development sessions.

Faithful implementation of Copeland Instructional Observation / Evaluation Instrument.</td><td>Principal, Assistant Principal, Literacy Coach, Classroom Teachers</td><td>Walk thrus to assess rigor and relevance in lesson planning and delivery.</td><td>CWT logs, Data from classroom, district, and state assessments.</td></tr>
<tr><td>2</td><td>Managing and implementing the RTI block with fidelity with time contraints that are the result of student needs and state requirements.</td><td>Continue to implement a 30 minute RTI block for Tier 2 and Tier 3 students.</td><td>Principal, Assistant Principal, Literacy Coach, Classroom Teachers</td><td>A 30 minute RTI block will be scheduled three days a week where Tier 2 and Tier 3 interventions are implemented.</td><td>Data from classroom, district and state assessments.</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
		No Data Submitted		

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	The percentage of Economically Disadvantaged students not making satisfactory progress on the Math portion of the 201 FCAT will decrease from 27%(37) to 20%(18).
2012 Current Level of Performance:	2013 Expected Level of Performance:
27%(37) of Economically Disadvantaged students who took the 2012 Math FCAT did not make satisfactory progress.	It is expected that 20%(18) of the Economically Disadvantaged students will not make satisfactory progress on the Math portion of the 2013 FCAT. This is a 7% decrease.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not consistently provide explicit instruction in mathematical strategies aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the mathematics curriculum for rigor and cognitive complexity appropriate for each grade-level.	Principal Assistant Principal Literacy Coach	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.
2	Managing and implementing the RTI block with fidelity with time constraints that are the result of student needs and state requirements.	Continue to implement a 30 minute RTI block for Tier 2 and Tier 3 students.	Principal, Assistant Principal, Literacy Coach, Classroom Teachers	A 30 minute RTI block will be scheduled three days a week where Tier 2 and Tier 3 interventions are implemented.	Data from state, district, and classroom assessments.

End of Elementary School Mathematics Goa

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Impleting the Common Core Standards K-2 and introduction the eight	K-5	Literacy Coach, Common Core School Team	School-wide, Grade Levels	Monthly	CWT, Lesson Plans	Principal, Assistant Principal

instructional practices in math for grades 3-5.						
Implentation of best practices in shared by each grade level K-5.	K-5	Literacy Coach	School-wide, Grade Level, PLC Teams	Bi-weekly	CWT	Principal, Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Renaissance Learning, Inc. - Math Facts in a Flash program.	Title I	$189.52
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Study Island program.	Title I	$974.38
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	IXL	Title I	$2,250.00
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Everglades Math - Florida Math Standards Test Prep.	Title I	$250.00
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Discovery Education - Progress Zone and Interim Benchmark programs.	Title I	$800.00
Research-based programs to teach skill specific math deficiencies	Florida Ready Math	District Funds	$3,600.00
			Subtotal: $8,063.90
Technology			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	**Description of Resources**	**Funding Source**	**Available Amount**
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $8,063.90

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement

	Level 3 in science. Science Goal #1a:	Students scoring a Level 3 on the 2013 Science FCAT will increase from 31%(19) to 40%(21).
	2012 Current Level of Performance:	2013 Expected Level of Performance:
	31%(19) students scored a Level 3 on the 2012 Science FCAT.	It is expected that 40%(21) of students will score a Level 3 on the 2013 Science FCAT.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack the acquired background knowledge and vocabulary for optimal science success.	Vocabulary teaching strategies will be implemented to insure students have a firm grasp of vocabulary application. Weekly hands-on experiments/demonstrations to increase understanding of science concepts.	Principal, Assistant Principal, Literacy Coach, Science Teacher	District, School-Based, and Classroom Assessments	CWT logs and observations, District, School-Based, and Classroom Assessments.
2	Time required to train and monitor teachers in the use and implementation of CCSS.	Provide professional development sessions on the effective use of CCSS throughout the curriculum.	Principal, Assistant Principal, Literacy Coach, CCSS School-Based Team	Periodic classroom walk throughs (CWT) and observations to assess classroom environment and relevance.	CWT Logs, Lesson Plans, and Classroom Observations
3	Instructional time lost due to the time that is required to complete State, District, and School-Based benchmark assessments.	Continue to insure that benchmark assessment data is used to monitor student progress, thereby insuring that the instructional time invested in formative assessments foster desired gains in student achievement.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Review Benchmark Data Reports to monitor student progress and to ensure teachers are assessing students at prescheduled intervals.	District, School-Based, and classroom assessments
4	Core instruction does not consistently provide explicit instruction in Science concepts aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the science curriculum for rigor and cognitive complexity appropriate for each grade-level.	Principal, Assistant Principal, Literacy Coach, Classroom Teacher	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	The percentage of students scoring a Level 4 or higher on the 2013 Science FCAT will increase from 16%(10) to 21%(11).
2012 Current Level of Performance:	2013 Expected Level of Performance:
16%(10) of students scored a Level 4 or higher on the 2012 Science FCAT.	It is expected that 21%(11) will make a Level 4 or higher on the 2013 Science FCAT.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not consistently provide explicit instruction with reading strategies that are aligned with tested benchmarks at the appropriate level of cognitive complexity.	Utilize the RtI process to identify students in the core curriculum needing intervention and enrichment. Use the FCIM process to continually monitor the science curriculum to insure rigor, as well as cognitive and text complexity appropriate for each grade-level.	Principal, Assistant Principal, Literacy Coach, Science Teacher	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data.	Student growth as evidenced by progress on various formative assessments.
2	Providing mastery of high complexity text items in Science,	Provide quality content instruction using high yield strategies, hands on experiences, and rigorous project based learning.	Principal, Assistant Principal, Literacy Coach, Science Teacher	Frequently view and analyze assessment data and student groupings to target the needs of students based on assessment data	Student growth as evidenced by progress on various formative assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Best Practices: Teaching Science through Reading Across the Content	K-5	Literacy Coach	Grade Levels	Monthly PLC Teams, Early Release days	CWT, Review teacher plans and observe using lesson study	Principal, Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Study Island	Title I	$974.38
Provide science stories for reading in the content area for 4th grade.	Science Weekly Reader	Title I	$95.00
		Subtotal: $1,069.38	

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
		Subtotal: $0.00	
		Grand Total: $1,069.38	

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	For 2011-2012, 71%(49) of students met high standards in writing on the 2012 FCAT Writes. For 2012-2013, the goal is for 75%(37)of students to meet high standards in writing on the 2012 FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
71%(49)of the students at Hilltop Elementary scored a Level 3 and higher on the 2011-2012 FCAT Writes.	The expected level of performance of students achieving proficiency on the FCAT Writes 2012-2013 is 75%(37).

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Core instruction does not consistently provide explicit instruction in writing strategies that are aligned with tested benchmarks.	Continue the use of Kathy Robinson and Melissa Forney writing strategies during writing instruction.	Principal, Assistant Principal, Literacy Coach, ESE Resource Teacher, Classroom Writing Teacher	Classroom Observations and Teacher Data Chats with the Literacy Coach	Writing Benchmarks
2	Students lack of foundational writing skill to writing at a level 4 or above.	Grade level collaboration in scoring students writings using state rubric to ensure consistency.	Principal, Assistant Principal, Literacy Coach, ESE Resource Teacher, Classroom Writing Teacher	Data Chats after our district benchmarks and weekly progressing monitoring during our grade levels PLCs	Writing Benchmarks

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	N/A
2012 Current Level of Performance:	2013 Expected Level of Performance:
N/A	N/A

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Melissa Forney	K-5 Writing	Melissa Forney	School-wide	August	Observe teacher participation during training; CWT	Principal; Assistant Principal; Literacy Coach
Best Practice: Score Grade Level Writings	K-5 Writing	Literacy Coach	Grade Levels K-5	Monthly	Observe teacher participation during training; CWT	Principal; Assistant Principal; Literacy Coach

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Research-based writing strategies.	Forney Educational, Inc. - Writing strategies workshop.	District Funds	$1,600.00
			Subtotal: $1,600.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $1,600.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Hilltop Elementary will increase the attendnace rate of students from 97% to 98% in 2012-2013.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:

97%	98%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
93	60
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
43	30

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	When students are excessively tardy or absent they are missing instructional time which causes gaps in their learning.	Continue and strengthen PBS (Positive Behavior Support) program	Principal Assistant Principal	PBS Rewards for being on time and present at school.	Attendance Reports
2	When students are excessively tardy or absent they are missing instructional time which causes gaps in their learning.	Continue 30-minute RtI block to remediate gaps in student achievement.	Principal Assistant Principal	RTI assigned groups for being tardy or absent.	Attendance Reports

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	In 2011-2012 0% of students were suspended throughout the school year. In 2012-2013 school year the suspenion rate will remain at 0%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
The total number of In-school suspensions for the 2011-2012 school year is 0%.	In 2012-2013 school year the number of In-school suspenions is expected to remain at 0%.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
There were no students suspended in-School during the 2011-2012 school year.	In 2012-2013 school year the number of students suspenions are expected to be zero.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
The total number of Out-of-School suspensions for the 2011-2012 school year was 0%.	In 2012-2013 school year the number of Out-of-school suspenions is expected to remain at 0%.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
The total number of Out-of-School suspensions for the 2011-2012 school year was 0%.	In 2012-2013 school year the number of students suspended Out-of-school is expected to remain at 0%.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	A 0% suspension rate is difficult to maintain.	Continue following the PBS model, schoolwide behaviors and expectations, and continuously review classroom management and procedure techniques.	Assistant Principal	Discipline records will be analyzed	Discipline report from Genesis

1	Students will be recognized and rewarded for exhibiting PRIDE (Positive, Respectful, Independent, Dedicated Learners, High Expectations)behavior at the Main Event Assembly each nine weeks.				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

	Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		

| 1. Parent Involvement

Parent Involvement Goal #1:

Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Many parents work late in the fields; therefore it's difficult for parents to participate in many school events.	Schedule school events at a later time. Plan mornings and late evening activities; to attract a larger turn-out.	Assistant Principal	Parent Involvement Committee will review the sign-in sheets to determine the success of participation.	Parent involvement sign-in sheets.
2	Parents limitations in English; therefore limits their writing and understanding.	Every teacher conference will be provided with a translator. All data chats will also have translators provided for non-English speaking parents. All school notices will be translated into Spanish; this includes all teachers memos as well.	Assistant Principal	Parent Involvement Committee will review the sign-in sheets to determine the success of participation.	Parent involvement sign-in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Title I Information Training	K-5	Assistant Principal	School Wide	September 20,2012	Sign-in Sheets, Agendas	Assistant Principal
Parent/Teacher Data Chats	K-5	Classroom Teachers, Resource Teachers, Literacy Coach, Assistant Principal	Grade-Levels,School-wide	Every third quarter	Sign-in Sheets, Agendas	Assistant Principal

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	
Problem-Solving Process to Increase Student Achievement	

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	$0.00
			Subtotal: $0.00
Grand Total: $0.00			

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Curriculum Associates, Inc. - IReady research proven web-based reading diagnostic and prescriptive instructional program.	Title I	$3,483.00
Reading	Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Discovery Education - Progress Zone and Interim Benchmark programs.	Title I	$800.00
Reading	Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Study Island	Title I	$974.38
Reading	Data-driven, research-based programs to reteach specific skill deficiencies.	Brain Pop	General	$1,650.00
Reading	Research-based programs to teach skill specific deficiencies	Florida Ready Reading	General	$2,577.00
Reading	Research-based programs to increase vocabulary usage.	Elements of Reading - Vocabulary	General	$4,193.00
Mathematics	Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Renaissance Learning, Inc. - Math Facts in a Flash program.	Title I	$189.52
Mathematics	Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Study Island program.	Title I	$974.38
Mathematics	Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	IXL	Title I	$2,250.00
Mathematics	Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Everglades Math - Florida Math Standards Test Prep.	Title I	$250.00
Mathematics	Research-based programs to supplement core mathematics instruction (tier 1), as well as remediation (tiers 2 and 3).	Discovery Education - Progress Zone and Interim Benchmark programs.	Title I	$800.00
Mathematics	Research-based programs to teach skill specific math deficiencies	Florida Ready Math	District Funds	$3,600.00
Science	Research-based programs to supplement core mathematics	Study Island	Title I	$974.38

	instruction (tier 1), as well as remediation (tiers 2 and 3).			
Science	Provide science stories for reading in the content area for 4th grade.	Science Weekly Reader	Title I	$95.00
				Subtotal: $22,810.66

Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	48 Hamilton Electronic Headphones to use in the computer labs with evidence-based programs listed above.	Title I	$757.55
				Subtotal: $757.55

Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Data-driven, research based reading programs to assist with both core instruction (tier 1) and remediation (tiers 2 and 3).	Discovery Education - Professional Development.	Title I	$250.00
Writing	Research-based writing strategies.	Forney Educational, Inc. - Writing strategies workshop.	District Funds	$1,600.00
				Subtotal: $1,850.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	$0.00
				Subtotal: $0.00
				Grand Total: $25,418.21

Differentiated Accountability

School-level Differentiated Accountability Compliance

ꞁ Priority	ꞁ Focus	ꞁ Prevent	ꞁ NA	

Are you a reward school: ꞁ Yes ꞁ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/3/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✔ Yes. Agree with the above statement.

Describe projected use of SAC funds	Amount

No data submitted

Describe the activities of the School Advisory Council for the upcoming year

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

AYP DATA

SCHOOL GRADE DATA

No Data Found

Hardee School District
HILLTOP ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	82%	80%	77%	59%	298	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	63%			131	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	53% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					545	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Hardee School District
HILLTOP ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	86%	82%	59%	312	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	71%	63%			134	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	63% (YES)	60% (YES)			123	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					569	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested