

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



Gerard Robinson, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Mike Grego, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

School Name: HILLIARD ELEMENTARY SCHOOL

District Name: Nassau

Principal: Kristi Simpkins

SAC Chair: Amanda Moore

Superintendent: Dr. John Ruis

Date of School Board Approval: Pending

Last Modified on: 10/31/2012

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)
					Principal of Hilliard Elementary School 2/2002- to Present 2011-2012: School Grade A Reading: 75% of students at or above grade level 72% of students making a years worth of progress 76% of struggling students making a years worth of progress Math: 79% of students at or above grade level 73% of students making a years worth of progress 72% of struggling students making a years worth of progress Writing: 98% met state standards in writing Science: 70% of students at or above grade level Principal of Hilliard Elementary School 2/2002- to Present 2010-2011: School Grade A

	Principal	Kristi Simpkins	BS in Elementary Education; Jacksonville University Masters of Education-Educational Leadership, University of North Florida Level II Principal Certification	10	10	<p>AYP: No 95% Reading: 93% of students at or above grade level 73% of students making a years worth of progress 60% of struggling students making a years worth of progress Math: 93% of students at or above grade level 67% of students making a years worth of progress 75% of struggling students making a years worth of progress Writing: 99% met state standards in writing</p> <p>Science: 73% of students at or above grade level</p> <p>2009-2010: School Grade A AYP: YES- 100% Reading- 86% of students at or above grade level 67% of students making a year's worth of progress 59% of struggling students making a year's worth of progress Math: 93% of students at or above grade level 89% of students making a year's worth of progress 90% of struggling students making a year's worth of progress Writing- 94% of the students met state standards in writing Science- 61% of students above grade level</p> <p>2008-2009 School Grade: A AYP: NO 97% Reading: 86% of students at or above grade level 69%- of students making a year's worth of progress 67%- of struggling students making a year's worth of progress Math: 87%of students at or above grade level 70% of students making a year's worth of progress 61% of struggling students making a year's worth of progress Writing: 98% of students met state standards in writing Science: 50% of students above grade level</p> <p>2007-2008 School Grade: A AYP: No 97% Reading: 85% of student at or above grade level 67% of students making a year's worth of progress 67% of struggling students making a year's worth of progress Math: 87% of students at or above grade level 73% of students making a year's worth of progress 77% of struggling students making a year's worth of progress Writing: 95% of students met state standards in writing Science: 55% of students above grade level</p> <p>2006-2007 School Grade: A AYP: Yes 100% Reading: 90% of students at or above grade level 85% of students making a year's worth of progress 79% of struggling students making a years worth of progress Math: 88% of students at or above grade level 73% of students making a year's worth of progress 77% of struggling students making a years worth of progress Writing: 96% of the students met state standards in writing Science: 46%of students above grade level</p>
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2005-2006
School Grade: A
AYP: Yes 100%
Reading: 89% of students at or above grade level
64% of students making a year's worth of progress
67% of struggling students making a year's worth of progress
Math: 89% of students at or above grade level
83% of students making a year's worth of progress
Writing: 89% of students met state standards in writing

2004-2005
School Grade: A
AYP: Yes 100%
Reading: 85% of students at or above grade level
70% of students making a year's worth of progress
55% of struggling students making a year's worth of progress
Math: 76% of students at or above grade level
78% of students making a year's worth of progress
Writing: 94% of students met the state standard in Writing

2003-2004
School Grade: A
AYP: No 97%
Reading: 82% of students at or above grade level
74% of students making a year's worth of progress
72% of struggling students making a year's worth of progress
Math: 69% of students at or above grade level
75% of students making a year's worth of progress
Writing: 93% of students met state standards in writing

2002-2003
School Grade: B
Reading: 73% of students at or above grade level
69% of students making a year's worth of progress
51% of struggling students making a year's worth of progress
Math: 69% of students at or above grade level
77% of students making a year's worth of progress
Writing: 93% of students met state standards in writing

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

Science: 70% of students at or above grade

Assistant Principal of Hilliard Elementary School 8/2007- to Present
2010-2011: School Grade A
AYP: No 95%
Reading: 93% of students at or above grade level
73% of students making a years worth of progress
60% of struggling students making a years worth of progress
Math: 93% of students at or above grade level

Assis Principal	Tammy Smith	BFA in Graphic Design; University of North Florida, Masters of Arts in Teaching- Jacksonville University; Art K-12 Educational Leadership, Elementary Ed and Level II Principal Certification, State of Florida	5	5	<p>67% of students making a years worth of progress 75% of struggling students making a years worth of progress Writing: 99% met state standards in writing</p> <p>Science: 73% of students at or above grade level</p> <p>2009-2010: School Grade A AYP: YES- 100% Reading- 86% of students at or above grade level. 67% of students making a year's worth of progress 59% of struggling students making a year's worth of progress Math: 93% of students at or above grade level 89% of students making a year's worth of progress 90% of struggling students making a year's worth of progress Writing- 94% of the students met state standards in writing Science- 61% of students above grade level</p> <p>2008-2009 School Grade: A AYP: NO 97% Reading: 86% of students at or above grade level 69%- of students making a year's worth of progress 67%- of struggling students making a year's worth of progress Math: 87% of students at or above grade level 70% of students making a year's worth of progress 61% of struggling students making a year's worth of progress Writing: 98% of students met state standards in writing Science: 50% of students above grade level</p> <p>2007-2008 School Grade: A AYP: No 97% Reading: 85% of student at or above grade level 67% of students making a year's worth of progress 67% of struggling students making a year's worth of progress Math: 87% of students at or above grade level 73% of students making a year's worth of progress 77% of struggling students making a year's worth of progress Writing: 95% of students met state standards in writing Science: 55% of students above grade level</p>
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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)
					<p>2011-2012: School Grade A Reading: 75% of students at or above grade level 72% of students making a years worth of progress 76% of struggling students making a years worth of progress</p>

Reading Coach	Sue Vanzant	Elementary Education	10	1	Math: 79% of students at or above grade level 73% of students making a years worth of progress 72% of struggling students making a years worth of progress Writing: 98% met state standards in writing Science: 70% of students at or above grade
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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	Regular meetings of new teachers with principal	Principal	On-going	
2	Partnering new teachers with veteran staff	Principal and Assistant Principal	On-going	
3	College campus Job Fairs and e-recruiting at Universities	Principal	On-going	
4	Soliciting referrals from current employees	Principal	On-going	

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
We do not have any instructional staff or paraprofessionals that are teaching out of 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
54	11.1%(6)	20.4%(11)	40.7%(22)	27.8%(15)	40.7%(22)	100.0%(54)	1.9%(1)	7.4%(4)	31.5%(17)

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. Bohanan is a first year	

Heather Eddy	Talli Bohanan	teacher. Mrs. Eddy is a highly qualified veteran teacher. Her students have consistently scored well on FCAT reading and math. Mrs. Eddy teaches in a similar setting and classroom environment as Ms. Bohanan.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Melissa Johnson	Monica Hill	Mrs. Hill is a new teacher to our school. Ms. Johnson is a highly qualified veteran teacher. Her students have consistently scored well on FCAT in reading and math. Ms. Johnson teaches in a similar setting and classroom environment as Mrs. Hill.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Karen Starling	Brooke Carr	Mrs. Carr is a new teacher to our school. Mrs. Starling is a highly qualified veteran teacher. Her students have consistently scored well on Stanford 10 in reading and math. Mrs. Starling teaches in a similar setting and classroom environment as Mrs. Carr.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
Jennifer Wallace	Anna Jones	Mrs. Jones is a new teacher to our school. Mrs. Wallace is a highly qualified veteran teacher. Her students have consistently scored well on Stanford 10 in reading and math. Mrs. Wallace teaches in a similar setting and classroom environment as Mrs. Jones.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.

Amanda Moore	Emily Parks	Mrs. Parks is a new teacher to our school. Mrs. Moore is a highly qualified veteran teacher. Her students have consistently scored well on FCAT in reading and math.	The mentor and mentee are meeting weekly in a professional learning community to discuss evidence-based strategies for each domain. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning. Also, the Reading Coach is modeling lessons using reading and writing strategies to teach Language Arts concepts.
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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

Hilliard Elementary School has conducted an exhaustive comprehensive needs assessment prior to the development of our Title I plan. The results of the needs assessment serve as the basis for the identification of goals contained within this school improvement plan, or Title I Plan. The Title I supplemental activities are designed to target the students and families for whom intensive assistance is required in order to meet the state's proficiency standards. These services and expenditures are data driven and supplement the activities funded by other general revenue and federal sources.

Title I, Part C- Migrant

Currently, the Nassau School District reports no students as identified as migrant.

Title I, Part D

The Nassau School District does not house any juvenile justice facilities; however, as a result of a prior year facility being shut down, funds still flow to the district for 2012-2013 school year. These funds will be utilized to target students who are identified as being in the "at risk" population through the provision of supplemental academic services.

Title II

Title II funds are utilized to provide teachers and paraprofessionals ongoing staff development/training in the areas of reading assessment and progress monitoring, RTI/PS model implementation, reading, science, and mathematics differentiated instruction, utilizing technology, transition to Common Core Standards for literacy, science, and math instruction.

Title III

The supplemental academic instruction to students who are English Language Learners is augmented through funding from Title III that provides additional support to middle and high school students during the school day as well as after school tutoring for primary school ELLs.

Title X- Homeless

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

Supplemental Academic Instruction (SAI)

The Supplemental Academic Instruction funds are utilized to provide supplemental academic reading coaches, and supplemental extended day tutoring.

Violence Prevention Programs

Students at Hilliard Elementary School are made aware of the detrimental effects of violent behaviors. The LEA has established an anti bullying policy.

Nutrition Programs

The Nassau County School District participates in a county wide wellness program.

Housing Programs

Head Start

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

Adult Education

There are no opportunities for collaboration with the adult program in regard to student services, but our personnel do offer opportunities to publicize adult programs that might be taken advantage of by our parents. We provide an outlet for flyer distribution and information dissemination.

Career and Technical Education

With the current full blown implementation of the Common Core State Standards, CTE is a focus of all integration efforts within the scope and sequence of the curriculum. Text selections in primary grades are heavily influenced by subject matter that supports the tenets of providing for successful articulation into postsecondary experiences. As students move into the intermediate grades, text accountability is utilized to guarantee a fusion of literature supporting career and technical fields. The social studies curriculum is highly infused within the reading genre that are used to teach the Common Core Standards.

Job Training

There are no opportunities for job training within the LEA other than the Florida State College at Jacksonville. Hilliard Elementary School is able to provide bulletin board space, flyer dissemination and information posting upon request by FSCJ. The student services department regularly refers parents to Work Source, located nearby, for employment opportunities.

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
Assistant Principal
Guidance Counselors
Grade Level Chairpersons
Additional Exceptional Education personnel as needed

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 RTI leadership team meets monthly or more frequently on an as needed basis to address the ways in which to continuously improve our school's performance from all stakeholders. Progress monitoring data is collected by each teacher and grade level and is used to identify students' ability levels. Through the use of this data, identification, collaboration, problem solving, and best practices are conducted. The team monitors all implemented strategies to evaluate growth or success and make changes as needed.

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?

Due to the redundancy of the membership that sits on the leadership team and also serves on the SAC, the ability to provide a seamless flow of data analysis, student performance, strategy development, priority of need, priority of expenditures, is a built-in bridge to make the School Improvement Plan reflective of the academic focus needed. The synchronization of the two student centered processes enables the School Improvement Plan to be a document that is meaningful from the community, parent, administrative and instructional perspective. All stakeholders are able to develop "ownership" of the School Improvement Plan and able to assist in the succesful implementation of the identified strategies.

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.

Data Management is accomplished by utilizing several sources and systems. During the summer, the data provided in reports generated by the Florida Department of Education (FCAT disaggregated reports), Stanford 10 disaggregated data provided by NEFEC, and the Annual Measure Objective Report provided by FLDOE are disseminated in order to implement necessary curricular planning at the district and school level. This planning must be in place prior to the first day of school. Subsequent to this initial data collection and analysis, the LEA utilizes the FAIR assessment data as reported by the PMRN, the FCAT Data Star system, locally generated data from locally developed benchmark assessments, the Focus System, locally developed rubrics, and teacher generated informal assessment systems.

Describe the plan to train staff on MTSS.

The Nassau School District has identified a cadre of district level trainers, led by an RTI District Specialist. This cadre of trainers provides the mechanism to train school site staff. The cadre has developed a training component, District RTI Implementation Manual, purchased resources to support the training component, and scheduled training component, and scheduled training sessions for all school sites, grades K-5

Describe the plan to support MTSS.

Hilliard Elementary staff have developed a process where RtI team leaders will meet with RtI teams on a regular basis to serve as a support for the group of teachers in planning for struggling students. This team will share ideas and problem solve to most effectively meet student needs.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

Our Reading Curriculum committee serves in a dual capacity as the Literacy Leadership Team at HES. It consists of the following, but is not limited to the: reading coach, librarian, and several teachers across grade levels within the school setting.

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

The role of the LLT is to plan literacy activities for the students and families that will enhance student performance. They meet on a regular basis to fine tune plans for literacy activities and promotion of literacy in the school curriculum.

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

One initiative is to involve the entire family in the literacy process and to develop a love of reading in our students that will carry on with them for the rest of their lives. Another initiative is to enhance the overall reading performance for non-proficient students in reading.

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.

Services for early childhood programs, ages 3-Pre-Kindergarten are provided through Episcopal Childrens Services and private providers. There is no Head Start program in the Hilliard Community. Hilliard Elementary serves students grades K-5. Hilliard Elementary School assists in student transition from early programs beginning in the early spring with communications with all

providers regarding upcoming kindergarten events, offering school visitations, and assisting in development of student IEP goals and strategies as appropriate.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

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

Not applicable

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

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

Not applicable

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?

Not applicable

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

Not applicable

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:	Hilliard Elementary School will assist all students in achieving proficiency in the reading curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 34%(116) of students (342) grades 3-5 achieved proficiency on the Reading FCAT. (Level 3)	For the 2012-2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting proficiency on the Reading FCAT (29% or greater)

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	Some students exhibit significant deficits in reading skills and are working below grade level	Small group instruction will be utilized during the 90 minute reading block to meet the learning needs of each student. Additional tutoring services are provided for students that have a low reading performance.	Principal, Assistant Principal, Reading Coach, and Teachers	Baseline/Mid-Year Data, Progress Monitoring Plans, RTI logs, FCAT results	RTI plans, PMRN reports, Benchmark Testing Data, FCAT results, AR Reading Data, Tutorial documentation
2	Lack of parental knowledge in assisting students with the reading process	Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn about the reading process.	Principal, Asst. Principal, Reading Coach, and Teachers	Parents will receive information in a variety of forms.	Parent feedback, school and classroom newsletters, school/home communication folders, parent activity documentation
3	Attendance	School Reach, parent phone calls, attendance incentives, home visits	Assistant principal, teachers, data entry operator	Attendance reports	Fair, Basal/tests, Star, attendance reports

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 reading. Reading Goal #2a:	Hilliard Elementary School will provide meaningful enrichment to high achieving students to challenge and ensure growth in the Reading Curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 40%(135) of students (342) grades 3-5 achieved Level 4 and Level 5 on the Reading FCAT.	For the 2012-2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting high standards on the Reading FCAT (Levels 4,5) (35% or greater)

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	Significant focus on struggling students requires much attention and effort from the teacher, which makes it difficult to provide the enriched instruction students need.	Small group instruction will be provided on a daily basis. High performing students will be challenged to achieve high standards. Teachers will utilize above grade level materials and a variety of texts to challenge students.	Administration, Teachers, Guidance Counseler	Evaluation and discussion of data, lesson plans, and classroom observations to ensure that higher level performing students are being challenged.	Lesson Plans, Teacher observations, Data Analysis, Grade Level Meeting Minutes

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Hilliard Elementary School will seek to ensure that all students make learning gains in Reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012 school year, 71% (243) of the students (342) made learning gains in Reading.	For the 2012-2013 school year, our goal is to maintain within 5% or increase the percentage of students making a learning gain (66% or greater)

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 plan, prepare and deliver the required differentiated instruction to meet all individual needs.	Provide weekly planning time for planning, collaboration and review of data analysis. Also full implementation of the 90 minute reading block in which the teachers will incorporate vocabulary instruction, fluency activities, and a wide variety of literature so that students receive explicit instruction on their ability level.	Administration, Teachers, Guidance Counselor	Review and discuss lesson plans. Observation of 90 minute reading block to ensure a variety of teaching strategies that address all ability groupings.	Lesson plans, Grade Level Meeting Minutes, RTI Logs, Observation

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	Students scoring in the lowest 25% will make adequate yearly progress.
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2012 Current Level of Performance:		2013 Expected Level of Performance:			
For 2011-2012 school year, 68% of students scoring in the lowest quartile for reading, made a learning gain.		For the 2012-2013 school year, Hilliard Elementary School would like to maintain within 5% or increase the number of students in the lower quartile who made a learning gain on the Reading FCAT (63% or higher)			
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 in the lowest quartile are frequently below grade level and require additional time to master required skills.	Provide additional strategies and time above and beyond general instruction for students to master skills. Small group and individual instruction are provided on a daily basis. After school tutoring is offered to all struggling students.	Teachers, Reading Coach	Utilize benchmark assessments, basal assessments and teacher observation of student progress.	Benchmark assessments, Basal Assessments, Ongoing progress monitoring tools, RTI Logs, Teacher Observations

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 # It is the goal of Hilliard Elementary School to continue to improve the level of performance of all students in reading. 5A :			
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	75	80	82	84	86	

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:	It is the goal of Hilliard Elementary School to continue to improve the level of performance of all students in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American - 71% White - 76%	African American - 76% White - 81%

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 of the students in our community frequently come from families who are unable to attend school and after-school activities or provide supplemental materials to assist the students. Many of our parents may not know how to assist	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school	Principal, Teachers, Reading Coach	Parents will complete a survey giving suggestions and feedback regarding the activity.	Sign-in sheets, Parent surveys, Committee minutes

students with school work.	assignments. Families will also receive information to help their child via the classroom newsletter.		
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Hilliard Elementary School will assist all students in achieving proficiency in the reading curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 21%(9) of students (43)ESE students grades 3-5 met achieved proficiency on the Reading FCAT. (Level 3)	For the 2012-2013 school year, our goal is to maintain within 5% or increase the percentage of students meeting proficiency on the Reading FCAT (Level 3) 16% or greater

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 with disabilities are frequently below grade level and require additional time to master required skills.	Provide additional strategies and time above and beyond general instruction for students to master skills. (small group/ individual instruction and after school tutorial services for most struggling students)	Teachers	Utilize benchmark assessments, basal assessments and teacher observation of student progress.	Benchmark assessments, Basal Assessments, Ongoing progress monitoring tools, RTI Logs Teacher 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 subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading.	It is the goal of Hilliard Elementary School to continue to
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Reading Goal #5E:	improve the level of performance of all students in reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged - 72%	Economically Disadvantaged - 77%

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 of the students in our community frequently come from families for who are unable to attend school and after-school activities or provide supplemental materials to assist the students. Many of our parents may not know how to assist students with school work.	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the classroom newsletter. Administration, Reading Curriculum Committee Events will be scheduled on the school master calendar and will be advertised in newsletters and on the school webpage.	Principal, Teachers, Reading Coach	Parents will complete a survey giving suggestions and feedback regarding the activity.	Parent surveys, Attendance, Committee minutes

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
Differentiated Reading Instruction	K-5	Grade Level Chairpersons, Principal, Reading Coach	All Instructional Staff	On-going	Grade level meetings, Lesson Plans	Administration, Grade Level Chairpersons
Literacy Centers - Incorporating word study, vocabulary and comprehension	K-5	Principal	All Instructional Staff	August 2012	Grade level meetings	Administration, Grade Level Chairpersons
1. Making the Most of Small Group Instruction. 2. Adding Rigor and Relevance 3. Practice with Purpose	K-5	Debbie Dillar	3rd-5th grade teachers	December 2012	Grade level meetings	Administration, Grade Level Chairpersons

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance along with individual/group instructional needs.	Saxon Phonics	Title I and Textbook Funds	\$5,000.00
Provide supplemental assistance along with individual/group instructional needs.	Take Home Readers	Title I and Textbook Funds	\$5,000.00
Provide supplemental assistance along with individual/group instructional needs.	Materials for literacy centers	Title I	\$5,000.00
			Subtotal: \$15,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance along with individual/group instructional needs.	Software programs to enhance instruction/provide students opportunities to practice skills	Title I, Technology	\$3,000.00
			Subtotal: \$3,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn about the reading process.	In-service on working with parents		\$0.00
Implement regularly scheduled Professional Learning Communities where teachers have an opportunity to learn and share in small groups. Provide professional inservice opportunities to strengthen teacher resources.	Debbie Dillar Reading Workshops, Professional Learning Communities	Title I, Professional Development (Title II)	\$10,000.00
			Subtotal: \$10,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance along with individual/group instruction to meet students' needs.	Additional personnel in classrooms	Title I	\$180,000.00
Provide supplemental assistance along with individual/group instructional needs.	Personnel to operate after school tutorial program	SAI	\$5,000.00
Ensure that higher performing students are motivated, encouraged and challenged to achieve high standards.	Accelerated Reader Incentive Store	Title I, School Improvement, A-School money, PTO	\$5,000.00
Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn about the reading process.	Communication Folders, Newsletters	PTO	\$2,500.00
			Subtotal: \$192,500.00
			Grand Total: \$220,500.00

End of Reading Goals

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.

CELLA Goal #1:

2012 Current Percent of Students Proficient in listening/speaking:

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				

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:

2012 Current Percent of Students Proficient in reading:

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				

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

3. Students scoring proficient in writing.

CELLA Goal #3:

2012 Current Percent of Students Proficient in writing:

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				

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

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:	Hilliard Elementary School will work to help all students achieve proficiency in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 29%(99)of (342)students in grades 3-5 achieved proficiency on the Math FCAT. (Level 3)	For the 2012-2013 school year, our goal is to maintain (within 5%) or increase the percentage of students achieving proficiency on the Math FCAT (Level 3) (24% or greater)

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	Some students exhibit significant deficits in math skills and are working below grade level.	Provide supplemental assistance utilizing researched based materials and individual/group instruction to meet needs. Additional tutorial services are provided for students that have exhibited low performance in math.	Administration, Teachers	Formative and Summative Assessments, Baseline and Mid-Year Data, Progress Monitoring Plans	Benchmark Testing data, FCAT results, lesson plans, tutorial documentation
2	Attendance	School Reach, Parental Phone Calls, School Incentives, Home visits	Parents, Teachers, Administration, Data Entry Operator	Student Data, Low Absenteeism.	Fair and Data Star data, IDMS data, attendance
3	Students often do not master basic math concepts and skills that are needed to be successful in solving multistep problems.	Daily small group instruction that includes the review, preview, teach model	Teacher, Administration	Formative and Summative Assessments, Baseline and Mid-Year Data, Progress Monitoring Plans	Benchmark Testing data, FCAT results, lesson plans, tutorial documentation
4	Integration of the Common Core Standards has presented challenges for teachers, parents, and students.	Provide materials and resources for teachers to enhance their understanding of the Common Core Standards. Provide parents with up-to-date information about standards and expectations.	Administration, Teachers, Guidance Counselors	Examine Instructional Focus Calendars and lesson plans for new standards	Instructional Focus Calendars, Lesson Plans, Parent Surveys, 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:

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

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:	Hilliard Elementary will provide meaningful enrichment to high achieving students to challenge and ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012, 50%(171)of (342)students grades 3-5 achieved Level 4 and Level 5 on the FCAT Math test.	For the 2012-2013 school year, it is our goal to maintain (within 5%) or increase the number of students who will achieve Level 4 and Level 5 on the Math FCAT. (45% or greater)

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	Significant focus on low performing students draws much attention and effort from the teacher.	Small group math instruction will be provided on a daily basis. High performing students will be provided enrichment activities and will be challenged to achieve high standards.	Administration, Teachers	Discuss and evaluate data analysis, lesson plans and classroom observations to ensure that high performing students are being challenged.	Lesson Plans, Teacher Observations, Data Analysis, Grade Level Meeting Minutes

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Hilliard Elementary School will seek to ensure that all students make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
For the 2011-2012, 73% of the students made learning gains in Math.	Our goal is to maintain within 5% or increase the percentage of students making a learning gain in math. (68% or higher).

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 plan, prepare and deliver the required differentiated instruction to meet all individual needs.	Provide weekly planning time for planning, collaboration and review of data analysis. Teachers will utilize small group instruction so that students are receiving explicit instruction on their ability level.	Administration, Teachers and Guidance Counselor	Review and discuss lesson plans. Observation of 90 minute Math block to ensure a variety of teaching strategies that address all ability groupings.	Lesson plans, Grade Level Meeting Minutes

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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 mathematics. Mathematics Goal #4:	Students scoring in the lowest 25% will make adequate yearly progress.
2012 Current Level of Performance:	2013 Expected Level of Performance:
	Hilliard Elementary would like to maintain, within 5 percentage

For the 2011-2012 school year, 68% of students scoring in the lowest quartile for math made a learning gain. points, or increase the number of students in the lower quartile who made learning gains on the Math FCAT (63% or higher).

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 in the lowest quartile are frequently below grade level and require additional time to master required skills.	Teachers will provide meaningful instruction using research based strategies. Teachers will work with students in a small group setting using manipulatives. Students will be invited to participate in after school math tutoring.	Administration, Teachers	Lesson plans, tutoring logs	Instructional Focus Calendars, lesson plans

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 # It is the goal of Hilliard Elementary School to continue to improve the level of performance of all students in math. 5A :				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	79	84	86	87	89	

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:	It is the goal of Hilliard Elementary School to continue to improve the level of performance of all students in math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
African American - 64% White - 80%	African American - 64% White - 81%

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 of the students in our community frequently come from families who are unable to attend school and after-school activities or provide supplemental materials to assist the students. Many of our parents may not know how to assist students with school work.	We will provide parent activities where the whole family can attend and we will provide a meal for the family. Families will be provided with hands-on learning activities which can be utilized to assist students with their school assignments. Families will also receive information to help their child via the classroom newsletter.	Principal, Teachers	Parents will complete a survey giving suggestions and feedback regarding the activity.	Surveys, Attendance, Committee reports

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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Hilliard Elementary School will seek to ensure that all students make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Students with Disabilities - 43%	Students with Disabilities - 42%

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 with disabilities are frequently below grade level and require additional time to master required skills.	Teachers will provide meaningful instruction using research based strategies. Teachers will work with students in a small group setting using manipulatives. Students will be invited to participate in after school math tutoring.	Administration, Teachers	Lesson plans, tutoring logs	Instructional Focus Calendars, lesson plans
2	Lack of parental knowledge in assisting students with math concepts	Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn how to assist students with math concepts	Principal, Asst. Principal, Reading Coach, and Teachers	Parents will receive information in a variety of forms.	Parent feedback, school and classroom newsletters, edline pages school/home communication folders, parent activity documentation

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:	Hilliard Elementary School will seek to ensure that all students make learning gains in Math.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Economically Disadvantaged - 72%	Economically Disadvantaged - 77%

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	Lack of parental knowledge in assisting students with math concepts	Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn how to assist students with math concepts	Principal, Asst. Principal, Reading Coach, and Teachers	Parents will receive information in a variety of forms.	Parent feedback, school and classroom newsletters, edline pages school/home communication folders, parent activity documentation

End of Elementary School Mathematics Goals

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
Spiral Curriculum Teaching for Mathematics	All	Principal, Grade Level Chairmen	All teachers	2012-2013 School Year	Documentation will be in lesson plans and evident in the classroom	Administration
Math Workstations	All	Christine Wilson	1st-5th grade teachers	August 2012	Documentation will be in lesson plans and evident in the classroom	Administration, Teachers
Common Core Standards	All	Tammy Smith, Laurie Merwarth, Melissa Johnson, Cheryl Burnsed	All teachers	2012-2013 School Year	Observations, lesson plans	Administration, Teachers

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Provide supplemental assistance utilizing research based materials and individual/group instruction to meet the needs of each students.	Textbooks, workbooks, and assessments	Textbook Money, Title I	\$7,000.00

Subtotal: \$7,000.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure that high performing students are motivated, encouraged and challenged to achieve high standards	IXL Math Program	Title I	\$3,000.00
Subtotal: \$3,000.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Provide time for teachers to meet in Professional Learning Communities. Teachers will discuss the Common Core Standards and perform data Analysis of student progress and adjust instructional focus calendars.	Substitutes, Workshops, Materials to implement strategies	Staff Development, Title I	\$15,000.00
Subtotal: \$15,000.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will utilize manipulatives and learning games on a daily basis in small group math instruction	Math manipulatives for small group instruction	School Improvement, Title I	\$5,000.00
Subtotal: \$5,000.00			
Grand Total: \$30,000.00			

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:		Hilliard Elementary School will work to help all students achieve proficiency in science.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2010-2011, 43% of fifth grade students (99) achieved proficiency on the Science FCAT. (Level 3)		For the 2011-2012 school year, our goal is to maintain within 5% or increase the percentage of students achieving proficiency on the Science FCAT (Level 3) (38% or greater)			
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 plan, prepare and deliver the required instruction to meet student needs.	Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Administration, teachers	Utilize benchmark assessments, basal assessments, teacher observation of student progress.	Lesson plans, instructional focus calendar, benchmark assessments

2	Lack of science background knowledge and understanding of science vocabulary	Identify key science vocabulary words and incorporate the teaching of these words in the literacy block and after school tutoring	Administration, Teachers	Utilize benchmark assessments, teacher observation	Lesson plans, instructional focus calendars, benchmark assessments
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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:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

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:	Hilliard Elementary School will provide meaningful enrichment to high achieving students to challenge and ensure growth.
2012 Current Level of Performance:	2013 Expected Level of Performance:
In 2011-2012, 36% (43) of the 5th grade students (118) at Hilliard Elementary School achieved Level 4 or Level 5 on the Science FCAT.	For the 2012-2013 school year, it is our goal to maintain (within 5%) or increase the number of students who will achieve Level 4 and Level 5 on the Math FCAT. (31%)

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	Significant focus on low performing students draws much attention and effort from the teacher.	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards. Incorporate the above level science trade books in the literacy block	Administration, teachers	Discuss and evaluate data, lesson plans and classroom observations to ensure that high performing students are being challenged.	Lesson plans, teachers observations, data analysis, grade level meeting minutes

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:	
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Students scoring at or above Achievement Level 7 in science.			
Science Goal #2b:			
2012 Current Level of Performance:		2013 Expected Level of Performance:	
Problem-Solving Process to Increase Student Achievement			
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	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
Incorporating Science into the Literacy Block	All	Grade level chairmen	School wide	Weekly grade level meetings	Classroom observations, instructional focus calendars	Administration, Grade level chairmen
BRIDGES Training	All	Angus/Rarick	School wide	Spring 2013	Classroom observations	Administration, Grade level chairmen

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Science Trade Books, Science manipulatives	Title I	\$5,000.00
			Subtotal: \$5,000.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Discovery Education, Brain Pop, Enchanted Learning	Title I, Media, District Funds	\$500.00
			Subtotal: \$500.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Bridges Training	District Funds	\$5,000.00
			Subtotal: \$5,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$10,500.00

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:		Hilliard Elementary School will work to help all students achieve proficiency in the writing Curriculum.			
2012 Current Level of Performance:		2013 Expected Level of Performance:			
In 2011-2012, 98% (101) of students (103) in fourth grade met high standards on the writing FCAT. (Level 3.0 and higher)		For the 2012-2013 school year, our goal is to maintain within the 90th percentile of students meeting high standards on the writing FCAT (Level 3.0 and higher) (90% or greater)			
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	Increased emphasis on grammar, spelling and punctuation	We will utilize writing techniques in the extension writing program along with the homeroom teachers working one on one to help these students become more proficient with the writing process. We will provide explicit instruction in grammar, spelling and punctuation and help students incorporate it into their writing.	4th grade extension teacher and classroom teacher	Examine lesson plans and instructional focus calendar for accountability of necessary skills. Classroom observation	Lesson Plans, instructional Focus Calendar, 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:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	

2012 Current Level of Performance:		2013 Expected Level of Performance:		
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
FCAT Writing	Fourth Grade	Melissa Forney	Fourth Grade	July 2012	Lesson Plans, Classroom Observations	Fourth Grade Teachers, Administration

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
We will utilize writing techniques in the extension writing program along with the homeroom teachers working one on one to help these students become more proficient with the writing process. We will provide explicit instruction in grammar, spelling and punctuation and help students incorporate it into their writing.	Melissa Forney Workshop	School Improvement	\$2,000.00
			Subtotal: \$2,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

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:		It is our goal to teach students the importance of punctuality and dependability. We know that students can not learn if they are not in school. We will strive to make the school environment a safe, welcoming environment where children enjoy learning.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
Our attendance rate for the 2011 school year was 90.61%.		We expect to maintain (within 5%) or decrease the number of absences.			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
319 Students had 10 or more absences		We expect to maintain (within 5%) or increase our percentage of students having less than 10 absences this school year.			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
223 Students had 10 or more tardies		We would like to decrease the number of students that have ten or more tardies.			
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	Some parents do not understand the importance of students being present for the entire day every day. Much instruction is covered and students who are absent, miss out.	Frequent parent communication and notification with parents regarding absences and tardies.	Attendance Clerk, Teachers, Administration	Decreased tardies and absenteeism	Student Check-in system and teacher attendance data
2	Transportation	Encourage parents to allow students to ride the bus	Administration	Decrease in the number of days missed	Monitor 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
			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 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:	Hilliard Elementary School has very few significant discipline issues. We always strive to motivate students to accept responsibility and to maintain good citizenship.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
0	0
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
0	0
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions

We had 21 out of school suspensions.	We expect to maintain or reduce the number of out-of-school suspensions from last school year.				
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School				
12 students were suspended.	We expect to reduce the number of out-of-school suspensions by 1% or remain within 5% of last years total.				
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	We do not foresee an anticipated barrier to prevent student achievement.	Continue with the Cooperative Discipline Plan and parent communication.	Administration, Guidance, Classroom Teachers	Evaluation of our Cooperative Discipline Forms and RTI Behavior Logs	Aforementioned documents, climate surveys and observation

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

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: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		It is our goal to keep the lines of communication with our parents open and to actively include parents in the education process.			
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
Approximately 65%(478) of our parents participated in one or more of our after school parent involvement activities.		We would like to increase the number of parents who participate in our after school activities with their children.			
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	Parents do not feel comfortable in the school setting.	We will host several family events in which the family works with school personnel to help parents feel more comfortable in the school setting.	Volunteer Coordinator, Administration	Parent feedback and participation	Parent surveys
2	Many children come from single parent homes or homes where both parents work.	We will maintain positive communication with parents on a regular basis. We will plan activities/meetings for different times to accommodate work schedules.	Volunteer Coordinator, Administration	Parent feedback and participation	Parent surveys

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						

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
We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Materials for family nights, meals and prizes - Communication Folders	Title I, A School Money, PTO	\$5,000.00
We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Weekly newsletters, School Reach, FOCUS	Title I	\$300.00
			Subtotal: \$5,300.00
			Grand Total: \$5,300.00

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:		It is our goal to provide quality instruction that promotes opportunities for problem solving, discovery learning, collaboration, communication, and critical thinking skills threaded through out the science, mathematics, technology and engineering curriculum.			
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 for adequate planning with articulation grades/communities	Provide professional development opportunities for teachers that change instructional practice as it relates to effective integration of STEM across the curriculum	Teachers, Administration	Establishment of PD workshops and opportunities	Results of Professional Development
	HES is in the initial implementation of	Provide curriculum driven by problem	Teachers, Administration	Lesson plans, observation, student	Lesson plans, classroom

2	threading a "STEM" minded philosophy throughout our instructional focus calendar. We need to continue to increase the rigor of the curriculum by adding quality "STEM" instruction.	solving, discovery, and exploratory learning that requires students to actively engage a situation in order to find its solution		performance outcomes	observation
3	Need to continually maximize the current infrastructure in order to assist teachers to better implement stem instruction	Help teachers to translate difficult STEM topics into interesting and engaging grade-level appropriate curriculum. Design the delivery of content that best suits the teacher's instructional needs and captures students' attention	Teachers, Administration	Lesson plans	Lesson plans

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
Common Core Standards	All	Melissa Johnson, Cheryl Burnsed, Tammy Smith, Laurie Merwarth	All	2012-2013 School Year	Lesson Plans, Classroom Observations	Teachers, Administration
BRIDGES Training	All	NEFEC, Paige Rarick, Robyn Angus	All	2012-2013 School Year	Lesson Plans, Classroom Observations	Teachers, Administration

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	Provide supplemental assistance along with individual/group instructional needs.	Saxon Phonics	Title I and Textbook Funds	\$5,000.00
Reading	Provide supplemental assistance along with individual/group instructional needs.	Take Home Readers	Title I and Textbook Funds	\$5,000.00
Reading	Provide supplemental assistance along with individual/group instructional needs.	Materials for literacy centers	Title I	\$5,000.00
Mathematics	Provide supplemental assistance utilizing research based materials and individual/group instruction to meet the needs of each students.	Textbooks, workbooks, and assessments	Textbook Money, Title I	\$7,000.00
Science	Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Science Trade Books, Science manipulatives	Title I	\$5,000.00
				Subtotal: \$27,000.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide supplemental assistance along with individual/group instructional needs.	Software programs to enhance instruction/provide students opportunities to practice skills	Title I, Technology	\$3,000.00
Mathematics	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards	IXL Math Program	Title I	\$3,000.00
Science	Ensure that high performing students are motivated, encouraged and challenged to achieve high standards.	Discovery Education, Brain Pop, Enchanted Learning	Title I, Media, District Funds	\$500.00
				Subtotal: \$6,500.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn about the reading process.	In-service on working with parents		\$0.00
Implement regularly scheduled Professional Learning Communities				

Reading	where teachers have an opportunity to learn and share in small groups. Provide professional inservice opportunities to strengthen teacher resources.	Debbie Dillar Reading Workshops, Professional Learning Communities	Title I, Professional Development(Title II)	\$10,000.00
Mathematics	Provide time for teachers to meet in Professional Learning Communities. Teachers will discuss the Common Core Standards and perform data Analysis of student progress and adjust instructional focus calendars.	Substitutes, Workshops, Materials to implement strategies	Staff Development, Title I	\$15,000.00
Science	Teachers will use benchmark assessment data to adjust instructional focus calendar to integrate science curriculum into other areas of the curriculum on a daily basis to meet student needs and provide meaningful instruction.	Bridges Training	District Funds	\$5,000.00
Writing	We will utilize writing techniques in the extension writing program along with the homeroom teachers working one on one to help these students become more proficient with the writing process. We will provide explicit instruction in grammar, spelling and punctuation and help students incorporate it into their writing.	Melissa Forney Workshop	School Improvement	\$2,000.00

Subtotal: \$32,000.00

Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Provide supplemental assistance along with individual/group instruction to meet students' needs.	Additional personnel in classrooms	Title I	\$180,000.00
Reading	Provide supplemental assistance along with individual/group instructional needs.	Personnel to operate after school tutorial program	SAI	\$5,000.00
Reading	Ensure that higher performing students are motivated, encouraged and challenged to achieve high standards.	Accelerated Reader Incentive Store	Title I, School Improvement, A-School money, PTO	\$5,000.00
Reading	Continue to keep parents informed about expectations and student progress. Provide parents with tools which will enable them to better assist their children. Parents will have opportunities to learn about the reading process.	Communication Folders, Newsletters	PTO	\$2,500.00
Mathematics	Teachers will utilize manipulatives and learning games on a daily basis in small group math instruction	Math manipulatives for small group instruction	School Improvement, Title I	\$5,000.00
	We will strive to maintain positive			

Parent Involvement	communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Materials for family nights, meals and prizes - Communication Folders	Title I, A School Money, PTO	\$5,000.00
Parent Involvement	We will strive to maintain positive communication with parents on a regular basis. We will utilize multiple methods for keeping parents abreast of their child's progress and school activities.	Weekly newsletters, School Reach, FOCUS	Title I	\$300.00
				Subtotal: \$202,800.00
				Grand Total: \$268,300.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

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

No Attachment (Uploaded on 9/7/2012)

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

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Nassau School District HILLIARD ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	93%	93%	99%	73%	358	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	73%	67%			140	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?	60% (YES)	75% (YES)			135	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					633	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Nassau School District HILLIARD ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	93%	94%	61%	336	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	67%	89%			156	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?	59% (YES)	90% (YES)			149	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					641	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested