

2012-2013 School Improvement Plan (SIP)-Form SIP-1

FLORIDA DEPARTMENT OF EDUCATION



Form SIP-1

Proposed for 2012-2013

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2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

School Name: Hillcrest Elementary	District Name: Orange
Principal: Ruth Ortega	Superintendent: Dr. Barbara Jenkin
SAC Chair: Heather Stinnett	Date of School Board Approval: January 29, 2013

Student Achievement Data and Reference Materials:

The following links will open in a separate browser window.

[School Grades Trend Data](#) (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#) (Use this data to inform the problem-solving process when writing goals.)

[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.

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Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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	Ruth Ortega	MS Elementary Education Educational Leadership Certification	Less than 1	13.5	2011-2012 Grade A, Proficiency- Reading – 49.6% ,Math 51.2%, Science, 54.5%, Writing 75%, Lowest 25% - Reading 71.4%, Math 58.1, Learning Gains Reading – 72%, Math 75%. 2010-2011 Grade A, AYP (90%) No, Lowest 25% Learning Gains – Reading 62% Math 71%, Proficiency – Reading 71%, Math 71%, Learning Gains – Reading 59% Math 72% 2009-2010 Grade A AYP No 2008-2009 Grade A AYP Yes 2007-2008 Grade C AYP No 2006-2007 Grade C AYP No 2005-2006 Grade C AYP No
Assistant Principal	N/A				

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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 ambitious but achievable annual measurable objective (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.

	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number 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)
Curriculum Resource Teacher/Instructional Coach	Suzanne Hurley	MS/ Elementary Education Certificate in Educational Leadership BS/ Elementary Education	Less than 1	7	McCoy 2012 Grade A, Proficiency- Reading – 49.6% ,Math 51.2%, Science, 54.5%, Writing 75%, Lowest 25% - Reading 71.4%, Math 58.1, Learning Gains Reading – 72%, Math 75%. McCoy 2011 Grade A, AYP (90%) No, Lowest 25% Learning Gains –Reading 62% Math 71%, Proficiency – Reading 71%, Math 71%, Learning Gains – Reading 59% Math 72% McCoy 2010 Grade A AYP No McCoy 2009 Grade A AYP Yes 2008 McCoy Grade C AYP No 2007 McCoy Grade C AYP No 2006 McCoy Grade B AYP No 2005 McCoy Grade A AYP No 2004 McCoy Grade C AYP No 2003 McCoy Grade B AYP No 2002 McCoy Grade C AYP No 2001 McCoy Grade C AYP No
Reading Coach	Rachel Maloney	BS/Psychology Certificate in Pre- Kindergarten/Primary Education ESOL (K-12) Exceptional Student Education (K-12)	Less than 1	3	McCoy 2012, Grade A, Proficiency- Reading – 49.6% ,Math 51.2%, Science, 54.5%, Writing 75%, Lowest 25% - Reading 71.4%, Math 58.1, Learning Gains Reading – 72%, Math 75%. McCoy 2011 Grade A, AYP (90%) No, Gains –Reading 62% Math 71%, Proficiency – Reading 71%, Math 71%, Learning Gains – Reading 59% Math 72% McCoy 2010 Grade A AYP No Pinecastle 2009 Grade A AYP No Wyndham Lakes 2008 Grade C AYP No Lancaster 2007 Grade A AYP No
Staffing Specialist	Lisa O'Rourke	M.Ed Varying Exceptionalities	2	2	Hillcrest 2010-2011 Grade B 87% AYP 86% Meeting High Standards in Reading, 80% Meeting High Standards in Math

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		B.A. Exceptional Student Education ESOL Endorsement ESE K-12			72% Meeting High Standards in Writing, 68% Meeting High Standards in Science, 64% Making Gains in Reading, 38% Making Gains in Math, 60% of Lowest 25% Making Gains in Reading, 30% of Lowest 25% Making Gains in Math 2009-2010 Grade B 62% AYP, 31% Meeting High Standards in Reading, 56% Meeting High Standards in Math, 80% Meeting High Standards in Writing, 23% Meeting High Standards in Science, 45% Making Gains in Reading, 72% Making Gains in Math, 41%, 70% of Lowest 25% Making Gains in Math 2008-2009 Grade F, 59% AYP, 25% Meeting High Standards in Reading, 57% Meeting High Standards in Math, 73% Meeting High Standards in Writing, 21% Meeting High Standards in Science, 36% Making Gains in Reading, 72% Making Gains in Math, 40% of Lowest 25% Making Gains in Reading, 67% of Lowest 25% Making Gains in Math
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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
1. Our administration and all of the staff work together to recruit and recommend teachers to our school.	Principal, CRT	Ongoing
2. Teachers are encouraged and supported in their pursuit of higher education.	Principal, Leadership Team	Ongoing
3. New research based programs are implemented whenever applicable, and support is given for their implementation.	Reading Coach, CRT, Math Specialist, Science Facilitator	Ongoing
4. Administration meets with all teachers on a monthly basis to discuss school issues and ways to improve student achievement.	Principal	Ongoing
5. Everyone is given the opportunity to take part in school decisions.	Principal, Leadership Team	Ongoing

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Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and 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 instructional staff and paraprofessionals that are teaching out-of-field and who received less than an effective rating (instructional staff only).	Provide the strategies that are being implemented to support the staff in becoming highly effective
0	

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	% of teachers with an Effective rating or higher	% of Reading Endorsed Teachers	% of National Board Certified Teachers	% of ESOL Endorsed Teachers
36	5.5% (2)	58.3% (21)	30.5% (11)	5.5% (2)	41.6% (15)	100% (36)	5.5% (2)	0	38.8% (14)

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
Great Beginnings Instructor	Isabel Rivera	Mentor is a Great Beginnings Instructor provided through Orange County for the 2 nd year of the Beginning Teacher Program.	-Mentee will communicate electronically with the mentor -Mentee will complete assignments electronically and send to mentor.

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Great Beginnings Instructor	Katelyn Nguyen	Mentor is a Great Beginnings Instructor provided through Orange County for the 2nd year of the Beginning Teacher Program.	-Mentee will communicate electronically with the mentor -Mentee will complete assignments electronically and send to mentor.
Rachel Maloney	Ron Worley	Mentor has taught the same grade level, is the school's curriculum resource person and has a firm understanding of the grade level curriculum and benchmarks. She has been effective in increasing student achievement.	Mentee will meet with the instructional coach monthly. -Mentee will observe the mentor to gather information about best practices and classroom management. -Mentor will provide mentee with observational feedback to increase the mentee's effectiveness in the classroom.
Suzanne Hurley	Ann Fairweather	Mentor has a firm understanding of the different grade level curricula and benchmarks, and has been effective in increasing student achievement.	Mentee will meet with the instructional coach monthly. -Mentee will observe the mentor to gather information about best practices and classroom management. -Mentor will provide mentee with observational feedback to increase the mentee's effectiveness in the classroom.

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Additional Requirements

Coordination and Integration-**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
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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

School-Based MTSS/RtI Team
Identify the school-based MTSS leadership team. Ruth Ortega, Principal, Suzanne Hurley, Instructional Coach/CRT, Lisa O'Rourke, ESE Staffing Specialist/ESE teacher, Katie Corrao, Guidance Counselor/Gifted, and Rachel Maloney, Reading Coach, Diane Mauldin, ESOL Compliance
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 MTSS Leadership Team will conduct meetings as needed to discuss student progress and the current intervention system in place. Selected members of the MTSS team will conduct professional development on targeted intervention strategies. The MTSS team will meet with professional learning communities to discuss ongoing intervention strategies and to oversee the progress monitoring system currently in place.
Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the MTSS problem-solving process is used in developing and implementing the SIP? The MTSS Leadership Team will analyze FCAT data and other student achievement data to determine the students' needs in the different subject areas. The MTSS Leadership Team will then develop a plan of action that includes the appropriate materials, trainings, and interventions needed to meet the goals in each subject area. The team will then structure professional development activities that will lead to effective instructional practices and increased student achievement.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The MTSS Leadership Team will obtain data through the following process: Baseline Data: Progress Monitoring and Reporting Network (PMRN) (Reading), Florida Comprehensive Assessment Test (FCAT) (Reading, Math, Writing, and Science), and Florida Assessment for Instruction in Reading (FAIR) Mid-Year Data: FAIR (Reading), Edusoft Benchmark Assessments (Reading, Math, Writing, and Science) Year-End Data: FAIR (Reading), FCAT (Reading, Math, Writing, and Science), Edusoft Assessments (Math, Reading, and Science) Behavior will be monitored through teacher observation and behavior charting and graphing. Behavior referrals will be monitored through the Student Management System (SMS). The MTSS Leadership Team will meet bimonthly to discuss trends in the above data.
Describe the plan to train staff on MTSS. Professional development sessions on MTSS will be conducted throughout the school year during the scheduled Wednesday professional development times. Training will be conducted by selected MTSS Leadership Team members who have attended district MTSS trainings and members of the district MTSS staff. Trainings will be provided on effective intervention strategies, the tiers of intervention, intervention charting and graphing, and behavior charting and graphing. Data feedback will also be provided to teachers from both the MTSS Leadership Team and selected district MTSS personnel.
Describe the plan to support MTSS. The MTSS Leadership Team will meet bimonthly to discuss trends in the above data. The data will be used in Kid Talks with each teacher to discuss each student's strengths and weaknesses. Plans will be formulated to help student achievement.

Literacy Leadership Team (LLT)

August 2012

Rule 6A-1.099811

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School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Ruth Ortega, Principal, Suzanne Hurley, CRT/Instructional Coach, Rachel Maloney, Reading Coach, Lisa O'Rourke, Staffing Specialist/ESE teacher, Sherri Spicer, Media Specialist, Cynthia Corbett, Second Grade teacher, Shannon Henderson, First Grade teacher, Isabel Rivera, First Grade teacher, Susan Bultman, First Grade teacher, Carol Hughes, Art/Intervention teacher, Cheryl Langhorst, 5 th Grade teacher, Mercedes Quijije, Third Grade teacher, and Katie Corrao, Guidance Counselor/Gifted teacher.
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The Literacy Leadership Team meets monthly to review and discuss the school's literacy initiatives and interventions. The LLT plans and implements activities and events that will promote literacy and increase academic achievement in reading and writing. The LLT also reviews the effectiveness of current interventions strategies.
What will be the major initiatives of the LLT this year? The LLT will assist in the planning of FCAT Awareness Night, Family Reading Night, Literacy Week, and the Young Authors' Celebration.

Public School Choice

- Supplemental Educational Services (SES) Notification
Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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*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.

*Grades 6-12 Only Sec. 1003.413 (2) (b) F.S

For schools with grades 6-12, how does the school ensure that every teacher contributes to the reading improvement of every student?

*High Schools Only

Note: Required for High School-Sec. 1003.413(2) (g), (2) (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?

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

Postsecondary Transition

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](#).

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

Reading Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			1A.1. Many students are not engaged in the reading process.	1A.1. Faculty and SAC will conduct a Family Reading/FCAT Awareness Night to increase family involvement and promote independent reading.	1A.1. Principal, Reading Coach, CRT, Teachers, SAC	1A.1. Feedback from parents, teachers and students; attendance sheets	1A.1. Sign-in sheets and participation data
<u>Reading Goal #1A:</u>	<u>2012 Current</u>	<u>2013</u>					
By June 2013, 53% (110) of all students taking the FCAT Reading test at Hillcrest Elementary School will score at a Level 3.	Level of Performance :* In June 2012, 48% (86) of all students taking the FCAT Reading test at Hillcrest Elementary School scored at a level 3.	Expected Level of Performance :* By June 2012, 53% (110) of all students taking the FCAT Reading test at Hillcrest Elementary School will score at a level 3.					
			1A.2. Students often struggle with comprehending nonfiction/Informational reading passages.	1A.2. "Time for Kids" magazine will be incorporated into social studies and science time as an additional content area reading resource.	1A.2. Principal, CRT, Reading Coach	1A.2. Observation, review of lesson plans and PLC minutes notes	1A.2. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores

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		1A.3. Students lack practice in the different reading strands.	1A.3. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels for reading enhancement.	1A.3. Principal, CRT, Reading Coach	1A.3. iObservation, review of lesson plans and PLC minutes, review of teacher progress monitoring charts	1A.3. FCAT Explorer reports, Study Island reports, Benchmark data, Progress monitoring charts, FCAT scores
		1A.4. Students are on different reading levels in the classroom and may require intervention and/or enrichment in different reading areas.	1A.4. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students' progress in reading. Teachers will use benchmarks data, FAIR scores, and Houghton Mifflin weekly assessments to target instruction.	1A.4 Principal, CRT, Reading Coach	1A.4 iObservation, review of lesson plans and PLC minutes, review of teacher progress monitoring charts, professional development discussions	1A.4 Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores
		1A.5 Teachers may struggle with differentiating reading instruction.	1A.5 Lesson Study in reading will be implemented in order to develop and study effective reading strategies and to enhance teacher instruction and reflection.	1A.5 Principal, CRT, Reading Coach	1A.5 iObservation, review of lesson plans and PLC minutes, review of teacher progress monitoring charts, professional development discussions	1A.5 Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.		1B.1.		1B.1.	1B.1.	1B.1.
Reading Goal #1B: N/A	2012 Current Level of Performance N/A	2013 Expected Level of Performance N/A				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.</p> <p>Reading Goal #2A:</p> <p>By June 2013, 60% (125) of all students taking the FCAT Reading test at Hillcrest Elementary School will score at a level 4 or above.</p>	<p><u>2012</u></p> <p><u>Current</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>.*</p>	<p><u>2013</u></p> <p><u>Expected</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>.*</p>	<p>2A.1.</p> <p>Teachers may lack understanding of how to read data and how to use it to drive instruction.</p>	<p>2A.1.</p> <p>2.1. Data gathered from FCAT, FAIR, Benchmarks and Mini-Benchmarks test will be used to guide instruction. We will meet once a week as a PLC to review benchmark data and make the necessary changes to our classroom instruction. (May 2013)</p>	<p>2A.1.</p> <p>Administration, CRT, Reading Coach, and Teachers</p>	<p>2A.1.</p> <p>Student and teacher feedback, student assessment, student achievement on FCAT Reading, FAIR, and Benchmark Assessment</p>	<p>2A.1.</p> <p>Benchmark Assessment Mini-Benchmark Assessment FCAT FAIR HM Theme Tests</p>
	<p>In June 2012, 55% (98) of all students taking the FCAT Reading test at Hillcrest Elementary School scored at a level 4 or above.</p>	<p>By June 2013, 60% (125) of all students taking the FCAT Reading test at Hillcrest Elementary School will score at a level 4 or above.</p>					

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		2A.3. Teachers may lack understanding on how to use the data to drive instruction.	2A.3. Strengths and weaknesses in the curriculum and instruction are identified. Students are grouped using data to inform instruction.	2A.3. Administration, CRT, Reading Coach, and Teachers	2A.3. Student and teacher feedback, student assessment, student achievement on FCAT Reading.	2A.3. FCAT
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in reading.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Reading Goal #2B: N/A	2012 Current Level of Performance	2013 Expected Level of Performance				
	N/A	N/A				
		2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1. Teachers not teaching with fidelity	3A.1. Continue consistent use of updated K-5 Houghton Mifflin core reading program by maintaining materials re-acquisition in each grade level. (May 2013)	3A.1. Administration, CRT, Reading Coach	3A.1. Student and teacher feedback, student assessment, student achievement on FCAT Reading, FAIR, and Benchmark Assessment	3A.1. Benchmark Assessment Mini-Benchmark Assessment FCAT FAIR
Reading Goal #3A: By June 2013, 85% (175) of all students taking the FCAT Reading test at Hillcrest Elementary School will make learning gains.	2012 Current Level of Performance .*	2013 Expected Level of Performance .*					
	In June 2012, 80% (165) of students at Hillcrest Elementary School made learning gains on the FCAT Reading test.	By June 2013, 85% (175) of all students taking the FCAT Reading test at Hillcrest Elementary School will make learning gains.					
			3A.2. Time to have staff developments that focus on FAIR	3A.2. Continue to train staff as needed in using FAIR data to guide instruction. (May 2013)	3A.2. Administration, CRT, Reading Coach	3A.2. Student and teacher feedback, student assessment, student achievement on FAIR.	3A.2. Benchmark Assessment Mini-Benchmark Assessment FCAT FAIR HM Theme Tests
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in reading.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Reading Goal #3B:	2012 Current	2013 Expected					

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N/A	Level of Performance	Level of Performance					
	N/A	N/A					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1. Teachers not using the interventions with fidelity	4A.1. Using the MTSS process to identify and provide interventions, monitor progress of all at risk students in the area of reading. (May 2013)	4A.1. Administration, CRT, Reading Coach	4A.1. Student and teacher feedback, student assessment, student achievement on FCAT Reading, FAIR, and Benchmark Assessment	4A.1. Benchmark Assessment Mini-Benchmark Assessment FCAT FAIR HM Theme Tests
Reading Goal #4: By June 2013, 89% (52) of the lowest 25% of students taking the FCAT Reading test at Hillcrest Elementary School will make learning gains.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	In June 2012, 84% (46) of the lowest 25% of students taking the FCAT Reading test at Hillcrest Elementary School made learning gains.	By June 2013, 89% (52) of the lowest 25% of students taking the FCAT Reading test at Hillcrest Elementary School will make learning gains.					
			4A.2. Finding time in the schedule to fit in a mini- lesson	4A.2. Built in daily activities including mini-lessons reinforce previously taught concepts for ongoing maintenance	4A.2. Administration, CRT, Reading Coach, and Teacher	4A.2. Student and teacher feedback, student assessment, student achievement on FCAT Reading, FAIR, and Benchmark Assessment.	4A.2. Benchmark Assessment Mini-Benchmark Assessment FCAT FAIR HM Theme Tests
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 In 2011, 77% of all students at Hillcrest Elementary scored at proficiency level.	All Students – 77%	All Students – 80%	All Students – 83%	All Students – 86%	All Students – 89%	All Students – 92%
<u>Reading Goal #5A</u> By June 2018, 92% of all students at Hillcrest Elementary will close reduce the achievement gap in reading by 50% or more.							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading.		5B.1. White: Students need additional reading practice in the different reading strands. Black: Hispanic: Students need additional reading practice in the different reading strands. Asian: American Indian:	5B.1. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels to help teachers and students track growth and achievement in the different reading strands.	5B.1. Principal, CRT, Reading Coach	5B.1. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores	5B.1. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores	
<u>Reading Goal #5B:</u> By June 2013, 92% (102) of White and 56%(20) of Hispanic students taking the FCAT Reading test at Hillcrest Elementary School will achieve high standards in reading.	<u>2012 Current Level of Performance</u> In June 2012, 89% (81) of White, and 56% of Hispanic students taking the FCAT Reading test at Hillcrest	<u>2013 Expected Level of Performance</u> By June 2013, 92% (102) of White and 65% (20) of Hispanic students taking the FCAT Reading test at Hillcrest					

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	Elementary school achieved high standards in reading. White: Black: Hispanic: Asian: American Indian:	Elementary School will achieve high standards in reading. White: Black: Hispanic: Asian: American Indian:					
		5B.2. Students are not provided adequate reading practice and instruction on his or her reading level.	5B.2. Additional training on the Houghton Mifflin reading series will be provided to teachers in order to improve the implementation of centers and differentiated instruction?	5B.2. Principal, CRT, Reading Coach	5B.2. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5B.2. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores	
		5B.3. Students need additional targeted instruction in the different reading strands.	5B.3. Classroom teachers will identify students of different subgroups, target instruction to meet each student's needs, and track achievement on a progress monitoring chart.	5B.3. Principal, CRT, Reading Coach	5B.3. Classroom walkthroughs, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5B.3. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Reading Goal #5C: By June 2013, 72% (21) of English Language Learners taking the FCAT Reading test at Hillcrest Elementary School will achieve high standards in reading.</p>	<p>2012 <u>Current</u> <u>Level of</u> <u>Performance</u></p>	<p>2013 <u>Expected</u> <u>Level of</u> <u>Performance</u></p>	<p>5C.1. Students have not mastered strong reading skills in the English language.</p>	<p>5C.1. Classroom teachers will identify students of different subgroups, target instruction to meet each student's needs (including language needs), and track achievement on a progress monitoring chart.</p>	<p>5C.1. Principal, CRT, Reading Coach</p>	<p>5C.1. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions</p>	<p>5C.1. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores</p>
	<p>In June 2012, 67% (20) of English Language Learners taking the FCAT Reading test at Hillcrest Elementary School achieved high standards in reading.</p>	<p>. By June 2013, 72% (21) of English Language Learners taking the FCAT Reading test at Hillcrest Elementary School will achieve high standards in reading.</p>	<p>5C.2. The language barrier often makes it difficult to communicate with parents and to involve them in events on campus.</p>	<p>5C.2. Communication will be sent home to parents in both English and the home language whenever possible.</p>	<p>5C.2. Principal and Leadership Team</p>	<p>5C.2. Parent and teacher feedback, participation in school-wide events, copies of communication being sent home</p>	<p>5C.2. Sign-in sheets at events, data on parent involvement in conferences and special events</p>
			<p>5C.3. Students may not have the support at home to provide additional assistance in reading.</p>	<p>5C.3. Level 1 and 2 students will be offered after school tutoring in reading.</p>	<p>5C.3. Principal, CRT, Reading Coach</p>	<p>5C.3. Review of teacher progress monitoring charts</p>	<p>5C.3. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT</p>

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						scores
		5C.4. Students are not provided adequate reading practice and instruction on his or her reading level.	5C.4 Additional training on the Houghton Mifflin reading series will be provided to teachers in order to improve the implementation of centers and differentiated instruction.	5C.4 Principal, CRT, Reading Coach	5C.4 iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5C.4 Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores
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:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in reading.		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Reading Goal #5D: N/A	2012 Current Level of Performance	2013 Expected Level of Performance				
	N/A	N/A				
		5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in reading.			5E.1. Students may not have the support at home to provide additional assistance in reading.	5E.1. Level 1 and 2 students will be offered after school tutoring in reading.	5E.1. Principal, CRT, Reading Coach	5E.1. Review of teacher progress monitoring charts	5E.1. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores
<p>Reading Goal #5E:</p> <p>By June 2013, 86% (56) of economically disadvantaged students taking the FCAT Reading test at Hillcrest Elementary School will achieve high standards in reading.</p>	<p><u>2012 Current Level of Performance</u></p> <p>In June 2012, 66% (44) of economically disadvantaged students taking the FCAT Reading test at Hillcrest Elementary School achieved high standards in reading.</p>	<p><u>2013 Expected Level of Performance</u></p> <p>By June 2012, 86% (56) of economically disadvantaged students taking the FCAT Reading test at Hillcrest Elementary School will achieve high standards in reading.</p>	5E.2. Students are not provided adequate reading practice and instruction on his or her reading level.	5E.2. Additional training on the Houghton Mifflin reading series will be provided to teachers in order to improve the implementation of centers and differentiated instruction.	5E.2. Principal, CRT, Reading Coach	5E.2. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5E.2. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores
			5E.3. Students need additional targeted instruction in the different reading strands.	5E.3. Classroom teachers will identify students of different subgroups, target instruction to meet each student's needs, and track achievement on a	5E.3. Principal, CRT, Reading Coach	5E.3. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts,	5E.3. Benchmark data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores

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			progress monitoring chart.		professional development discussions	
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Reading Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
PLC Focus: Yearly Plans and Formative Assessments	K-5	Team Leaders	Grade Level Teams	Pre-planning, weekly at PLC meetings	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Principal, CRT
PD Content: Marzano DQ's 2,5,7, and 9	K-5	CRT, Coaches	Instructional Staff	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies in teacher observations (formal and informal)	Principal, CRT
PD Content: Expert Series (Reading Focus: Leveled Libraries, Common Core Standards ELA, Scales and Goals, Creating Formative Assessments)	K-5	CRT, Coaches	Instructional Staff	Professional Development Wednesdays (monthly)	Monitor use and effectiveness of strategies in teacher observations (formal and informal; discussions during PLC meetings)	Principal, CRT

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Reading Budget (Insert rows as needed)

Include only school funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

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Comprehensive English Language Learning Assessment (CELLA) Goals

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

CELLA Goals		Problem-Solving Process to Increase Language Acquisition				
Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring proficient in listening/speaking.		1.1. Lack of receptive and oral language in their first(L1) and/or second language(L2)	1.1 Modeling Positive transfer for those proficient in L1 Think /Pair /Share activities Role playing Provide comprehensible instruction thru ESOL strategies Picture dictionaries	1.1 Principal, Coaches and Classroom teacher	1.1. Listening and oral comprehension checks conducted daily Weekly progress monitoring Increased student participation 1.1 Teacher assessments and observations	1.1. Teacher observations Daily and weekly
<u>CELLA Goal #1:</u>	<u>2012 Current Percent of Students Proficient in Listening/Speaking:</u>					
ELL will continue to develop Basic Interpersonal Language Skills and Cognitive Academic Language Proficiency 48% of 72 students will score proficient in listening and speaking CELLA 2013.	43% of 51 students scored proficient in listening and speaking in CELLA 2012					
		1.2. Students new to learning the second language	1.2. Provide listening centers Word Walls Total Physical Response Visuals	1.2. Principal, Coaches and Classroom teacher	1.2. Daily listening and oral comprehension checks	1.2. Teacher observations Daily and weekly
		1.3. Zero or negative transfer	1.3. Provide on-going comprehensible instruction Pre-teach vocabulary Teach cognates	1.3. Principal, Coaches and Classroom teacher	1.3. Daily listening and oral comprehension checks	1.3. Teacher observations Daily and weekly
Students read grade-level text in English in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring proficient in reading.		2.1. Students new to learning to read in the second language	2.1. Provide comprehensible instruction Print-rich environment Visuals	2.1. Principal, Coaches and classroom teacher	2.1. Progress monitoring Benchmark assessments Mini-benchmark assessments	2.1. Teacher observations Daily and weekly
<u>CELLA Goal #2:</u>	<u>2012 Current Percent of Students Proficient in Reading:</u>					
42% (72) students will score proficient						

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in reading in CELLA in 2013	37% (51) students scored proficient in reading in CELLA 2012.		Modeling Read Alouds Think Alouds Building Background Knowledge Interventions based on data Provide classroom libraries Assistance in native language as needed Thinking Maps for ELL.		Accelerated Reading quizzes	
		2.2. Lack of parental support at home	2.2. Communication in home language if feasible Parent Leadership Council meetings Parent meetings and conferences Parenting classes Parent workshops	2.2. Principal, Coaches and classroom teacher	2.2. Increase parent involvement through participation in meetings and classes	2.2. Parent feedback Pre/Post assessments for classes and workshops
		2.3. Lack of L1 reading to transfer to L2	2.3. Provide on-going comprehensible instruction Interventions Visuals Explicit teaching of vocabulary Build background knowledge Provide leveled readers	2.3. Principal, Coaches and classroom teacher	2.3. Progress monitoring Benchmark assessments Mini-benchmark assessment	2.3. Teacher observations Daily and weekly

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Students write in English at grade level in a manner similar to non-ELL students.		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Students scoring proficient in writing.		3.1. Lack of academic vocabulary	3.1. Effective/interactive word walls Modeling Teach vocabulary Interactive notebooks Assist students with self-correction	3.1. Principal, Coaches and Classroom teacher	3.1. Vocabulary development activities Comprehension checks and/or small group instruction	3.1. Writing prompts Teacher observation
CELLA Goal #3: 42% (72) Students will score Proficient in CELLA writing in 2013.	<u>2012 Current Percent of Students Proficient in Writing :</u> 37% (51) Students scored Proficient in CELLA writing in 2012.	3.2. Zero and/or negative Transfer	3.2. Interactive word walls Vocabulary activities Interactive notebooks Dictionaries Assist students with self-correction	3.2. Principal, Coaches and Classroom teacher	3.2. Comprehension checks and small group instruction	3.2. Teacher observation Writing prompts
		3.3.	3.3.	3.3.	3.3.	3.3.

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CELLA Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CELLA Goals

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Elementary School Mathematics Goals

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

Elementary Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1. Students often lack engagement and motivation in math.	1A.1. Faculty will conduct a Family Math Night to increase family involvement and promote strategies that increase achievement in math.	1A.1. Principal, CRT	1A.1. Feedback from parents, teachers and students; attendance sheets	1A.1. Sign-in sheets and participation data
<u>Mathematics Goal #1A:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
By June 2013, 32% (66) of all students taking the FCAT Math test at Hillcrest Elementary School will score at a Level 3.	In June 2012, 27% (50) of all students taking the FCAT Math test at Hillcrest Elementary School scored at a Level 3.	By June 2013, 32% (66) of all students taking the FCAT Math test at Hillcrest Elementary School will score at a Level 3.					
			1A.2. Students lack practice in the different math strands.	1A.2. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels for math enhancement.	1A.2. Principal, CRT	1A.2. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	1A.2. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores
			1A.3. Students are on different math levels in the	1A.3. Classroom teachers and PLCs will conduct ongoing	1A.3. Principal, CRT	1A.3. Observation, review of lesson plans and PLC	1A.3. Benchmark data, EnVision Math

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		classroom and may require intervention and/or enrichment in different math areas.	progress monitoring and data analysis to assess students' progress in math. Teachers will use benchmarks data and EnVision math assessment data to target instruction.		minutes notes, review of teacher progress monitoring charts	assessment data, progress monitoring charts, FCAT scores
		1A.4. Students are not receiving enough intervention and enrichment during the math block.	1A.4. Classroom teachers will plan math lessons collaboratively within their weekly PLC meetings in order to increase the level of differentiation occurring using the EnVision math series.	1A.4. Principal, CRT	1A.4. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	1A.4. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
		1A.5. Students are not receiving adequate instruction in each math benchmark.	1A.5. All teachers will use, and be trained in the use of the OCPS Order of Instruction in math in order to increase the effectiveness of math instruction.	1A.5. Principal, CRT	1A.5. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	1A.5. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Mathematics Goal #1B:	2012 Current Level of Performance:	2013 Expected Level of Performance:				
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				
		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.

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		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.
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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1. Students are not receiving adequate math practice on his or her level.	2A.1. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels to provide level 4 and 5 students and additional resource for math enrichment.	2A.1. Principal, CRT	2A.1. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	2A.1. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores
Mathematics Goal #2A: By June 2013, 55% (114) of all students taking the FCAT Math test at Hillcrest Elementary School will score at a level 4 or 5.	2012 Current Level of Performance	2013 Expected Level of Performance					
	In June 2012, 50% (92) of all students taking the FCAT Math test at Hillcrest Elementary School scored at a level 4 or 5.	By June 2013, 55% (114) of all students taking the FCAT Math test at Hillcrest Elementary School will score at a level 4 or 5.					
			2A.2. Students need more enrichment opportunities in addition to what is provided in the regular classroom setting.	2A.2. The gifted teacher will implement a Science, Technology, Engineering, and Mathematics (STEMS) block within the gifted daily schedule.	2A.2. Principal, CRT	2A.2. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	2A.2. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
		2A.3. Students are on different math levels in the classroom and may require intervention and/or enrichment in different math areas. requiring enrichment and/or remediation.	2A.3. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students’ progress in math. Teachers will use Benchmark data and EnVision math assessment	2A.3. Principal, CRT	2A.3. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	2A.3. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores	

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			data to target instruction.			
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
Mathematics Goal #2B: N/A	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance				
	N/A	N/A				
			2B.2.	2B.2.	2B.2.	2B.2.
		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1. Students need additional practice in the different math strands.	3A.1. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels to help teachers and students track growth and achievement in the different math strands.	3A.1. Principal, CRT	3A.1. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	3A.1. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores
Mathematics Goal #3A:	2012 Current Level of Performance	2013 Expected Level of Performance					
By June 2013, 75% (156) of all students taking the FCAT Math test at Hillcrest Elementary School will make learning gains.	In June 2012, 70% (128) of all students taking the FCAT Math test at Hillcrest Elementary School made learning gains.	By June 2013, 75% (156) of all students taking the FCAT Math test at Hillcrest Elementary School will make learning gains.					
			3A.2. Students are on different math levels in the classroom and may require intervention and/or enrichment in different math areas.	3A.2. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students’ progress in math. Teachers will use benchmarks data and EnVision math assessment data to target instruction.	3A.2. Principal, CRT	3A.2. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	3A.2. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores
			3A.3. Teachers may not track individual student growth; students may not know how to track their individual	3A.3. Classroom teachers will maintain data notebooks and data walls in the classroom to track student growth.	3A.3. Principal, CRT	3A.3. Observation, review of lesson plans and PLC minutes notes, review of teacher progress	3A.3. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT

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		growth.			monitoring charts	scores
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: N/A	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance				
	N/A	N/A.				
			3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1. Level 1 and 2 students may have additional learning barriers that prevent progress in math.	4A.1. Teachers will continue to receive training in RtI in order to chart and target students’ individual weaknesses in math.	4A.1. Principal, CRT	4A.1. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	4A.1. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
Mathematics Goal #4: By June 2013, 59% (27) of the lowest 25% of students taking the FCAT Math test at Hillcrest Elementary school will make learning gains.	2012 Current Level of Performance: In June 2012, 54% (25) of the lowest 25% of students taking the FCAT Math test at Hillcrest Elementary school made learning gains.	2013 Expected Level of Performance: By June 2013, 59% (27) of the lowest 25% of students taking the FCAT Math test at Hillcrest Elementary school will make learning gains.	4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
			4A.2. Level 1 and 2 readers need additional instruction in math outside the regular school hours.	4A.2. Level 1 and 2 students will be offered after school tutoring in math.	4A.2. Principal, CRT	4A.2. Review of teacher created progress monitoring charts	4A.2. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
			4A.3. Students are on different math levels in the classroom and may require intervention in different math areas.	4A.3. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students’ progress in math. Teachers will use benchmarks data and EnVision math assessment	4A.3. Principal, CRT	4A.3. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	4A.3. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores

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			data to target instruction.			
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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017				
5A. In six years school will reduce their achievement gap by 50%.	Baseline data 2010-2011 In June 2011, 72% of all students at Hillcrest Elementary scored at the proficient level on FCAT Mathematics.	All Students – 72%	All Students – 76%	All Students – 77%	All Students – 80%	All Students – 84%	All Students – 87%				
<u>Mathematics Goal #5A:</u> In June 2018, 87% of all students at Hillcrest Elementary will reduce their achievement gap by 50%.											
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool					
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.		5B.1. White: Black: Hispanic: Students need additional targeted instruction in the different math strands.	5B.1. Classroom teachers will identify students of different subgroups, target instruction to meet each student's needs, and track achievement on a progress monitoring chart.	5B.1. Principal, CRT	5B.1. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5B.1. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores					
<u>Mathematics Goal #5B:</u> By June 2013, 63% (20) of Hispanic students taking the FCAT Math test at Hillcrest Elementary School will achieve high standards in math.	<table border="1"> <thead> <tr> <th>2012 Current Level of Performance</th> <th>2013 Expected Level of Performance</th> </tr> </thead> <tbody> <tr> <td>In June 2012, 56% (20) of Hispanic students taking the FCAT Math test at Hillcrest</td> <td>By June 2013, 63% (20) of Hispanic students taking the FCAT Math test at Hillcrest</td> </tr> </tbody> </table>	2012 Current Level of Performance	2013 Expected Level of Performance	In June 2012, 56% (20) of Hispanic students taking the FCAT Math test at Hillcrest	By June 2013, 63% (20) of Hispanic students taking the FCAT Math test at Hillcrest						
2012 Current Level of Performance	2013 Expected Level of Performance										
In June 2012, 56% (20) of Hispanic students taking the FCAT Math test at Hillcrest	By June 2013, 63% (20) of Hispanic students taking the FCAT Math test at Hillcrest										

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<p>Note: There are less than 30 students in the Asian and American Indian subgroups; therefore, those subgroups do not apply to the Hillcrest Elementary School population.</p>	<p>Elementary School achieved high standards in math.</p>	<p>Elementary School will achieve high standards in math.</p>					
			<p>5B.2. Students need additional reading practice in the different math strands.</p>	<p>5B.2. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels to help teachers and students track growth and achievement in the different math strands.</p>	<p>5B.2. Principal, CRT</p>	<p>5B.2. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts</p>	<p>5B.2. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores</p>
			<p>5B.3. Students may not have the support at home to provide additional assistance in math.</p>	<p>5B.3. Level 1 and 2 students will be offered after school tutoring in math.</p>	<p>5B.3. Principal, CRT</p>	<p>5B.3. Review of teacher progress monitoring charts</p>	<p>5B.3. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores</p>

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal #5C: N/A	2012 Current Level of Performance	2013 Expected Level of Performance					
	N/A	N/A					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
Mathematics Goal #5D: N/A.	2012 Current Level of Performance	2013 Expected Level of Performance					
	N/A	N/A					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1. Students may not have the support at home to provide additional assistance in math.	5E.1. Level 1 and 2 students will be offered after school tutoring in math.	5E.1. Principal, CRT	5E.1. Review of teacher progress monitoring charts	5E.1. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
Mathematics Goal #5E:	2012 Current Level of Performance	2013 Expected Level of Performance					
By June 2013, 65% (52) of economically disadvantaged students taking the FCAT Math test at Hillcrest Elementary School will achieve high standards in math.	In June 2012, 60% (45) of economically disadvantaged students taking the FCAT Math test at Hillcrest Elementary School achieved high standards in math.	By June 2013, 65% (52) of economically disadvantaged students taking the FCAT Math test at Hillcrest Elementary School will achieve high standards in math.					
			5E.2. Students need additional targeted instruction in the different math strands.	5E.2. Classroom teachers will identify students of different subgroups, target instruction to meet each student's needs, and track achievement on a progress monitoring chart.	5E.2. Principal, CRT	5E.2. iObservation., review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	5E.2. Benchmark data, EnVision Math assessment data, progress monitoring charts, FCAT scores
			5E.3. Students need additional reading practice in the different math strands.	5E.3. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels to help teachers and students track growth and achievement in the different	5E.3. Principal, CRT	5E.3. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	5E.3. FCAT Explorer reports, Study Island reports, Benchmark data, progress monitoring charts, FCAT scores

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			math strands.			
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End of Elementary School Mathematics Goals

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Middle School Mathematics Goals

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

Middle School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			1A.1.	1A.1.	1A.1.	1A.1.	1A.1.
<u>Mathematics Goal</u> #1A: N/A	<u>2012 Current Level of Performance:</u> Enter numerical data for current level of performance in this box.	<u>2013 Expected Level of Performance:</u> Enter numerical data for expected level of performance in this box.					
			1A.2.	1A.2.	1A.2.	1A.2.	1A.2.
			1A.3.	1A.3.	1A.3.	1A.3.	1A.3.
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
<u>Mathematics Goal</u> #1B: N/A	<u>2012 Current Level of Performance:</u> Enter numerical data for	<u>2013 Expected Level of Performance:</u> Enter numerical data for					

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	current level of performance in this box.	expected level of performance in this box.					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in mathematics.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
<u>Mathematics Goal #2A:</u> N/A	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
<u>Mathematics Goal #2B:</u> N/A	<u>2012 Current Level of Performance:</u>	<u>2013 Expected Level of Performance:</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.

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		2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3A. FCAT 2.0: Percentage of students making learning gains in mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: N/A	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
3B. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
Mathematics Goal #3B: N/A	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in mathematics.			4A.1.	4A.1.	4A.1.	4A.1.	4A.1.
Mathematics Goal #4: N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance</u> <u>.*</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> <u>.*</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
Mathematics Goal #5A:							
Based on the analysis of student achievement data and reference to "Guiding Questions," identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.	
Mathematics Goal #5B	2012 Current Level of Performance	2013 Expected Level of Performance:	White: Black: Hispanic: Asian: American Indian:				
	White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:					
	56% 56%	63% 63%					
	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	5B.2.	
	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	5B.3.	

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
<u>Mathematics Goal</u> #5C: N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
<u>Mathematics Goal</u> #5D: N/A	<u>2012 Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>					
	* Enter numerical data for current level of	* Enter numerical data for expected level of					

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	performance in this box.	performance in this box.					
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5E. Economically Disadvantaged students not making satisfactory progress in mathematics.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E: N/A	2012 Current Level of Performance	2013 Expected Level of Performance:					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.

End of Middle School Mathematics Goals

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Florida Alternate Assessment High School Mathematics Goals

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

High School Mathematics Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.			1.1.	1.1.	1.1.	1.1.	1.1.
Mathematics Goal #1: N/A	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in mathematics.			2.1.	2.1.	2.1.	2.1.	2.1.
Mathematics Goal #2: N/A	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Florida Alternate Assessment: Percentage of students making learning gains in mathematics.			3.1.	3.1.	3.1.	3.1.	3.1.
Mathematics Goal #3: N/A	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance:</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance:</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3.2.	3.2.	3.2.	3.2.	3.2.
			3.3.	3.3.	3.3.	3.3.	3.3.

End of Florida Alternate Assessment High School Mathematics Goals

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Algebra 1 End-of-Course (EOC) Goals *(this section needs to be completed by all schools that have students taking the Algebra I EOC)*

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

Algebra 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Algebra 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Algebra 1 Goal #1: Enter narrative for the goal in this box.	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Algebra 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Algebra Goal #2: Enter narrative for the goal in this box.	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance					

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	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2010-2011						
<p>Algebra 1 Goal #3A:</p> <p>Enter narrative for the goal in this box.</p>							
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool	
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra 1.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.	
<p>Algebra 1 Goal #3B:</p> <p>Enter narrative for the goal in this box.</p>		<p>2012</p> <p><u>Current</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>Enter numerical data for current level of performance in this box.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p>	<p>2013</p> <p><u>Expected</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>Enter numerical data for expected level of performance in this box.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p>	White: Black: Hispanic: Asian:			

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	American Indian:	American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Algebra 1.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Algebra 1 Goal #3C: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra 1.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Algebra 1 Goal #3D: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance	Enter numerical data for expected level of performance					

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	in this box.	in this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Algebra 1.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Algebra 1 Goal #3E: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Algebra 1 EOC Goals

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Geometry End-of-Course Goals (this section needs to be completed by all schools that have students taking the Geometry EOC)

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

Geometry EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Geometry.			1.1.	1.1.	1.1.	1.1.	1.1.
Geometry Goal #1: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
Geometry Goal #2: Enter narrative for the	<u>2012</u> <u>Current</u> <u>Level of</u>	<u>2013</u> <u>Expected</u> <u>Level of</u>					

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goal in this box.	Performance	Performance					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	

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Based on ambitious but achievable Annual Measurable Objectives (AMOs), identify reading and mathematics performance target for the following years		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3A. In six years, school will reduce their achievement gap by 50%.	Baseline data 2011-2012					
<p>Geometry Goal #3A:</p> <p>Enter narrative for the goal in this box.</p>						
Based on the analysis of student achievement data and reference to “Guiding Questions,” identify and define areas in need of improvement for the following subgroups:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry.		3B.1.	3B.1.	3B.1.	3B.1.	3B.1.
<p>Geometry Goal #3B:</p> <p>Enter narrative for the goal in this box.</p>	<p><u>2012</u></p> <p><u>Current</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>Enter numerical data for current level of performance in this box.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p>	<p><u>2013</u></p> <p><u>Expected</u></p> <p><u>Level of</u></p> <p><u>Performance</u></p> <p>Enter numerical data for expected level of performance in this box.</p> <p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p>	<p>White:</p> <p>Black:</p> <p>Hispanic:</p> <p>Asian:</p>			

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	American Indian:	American Indian:					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
Geometry Goal #3C: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3C.2.	3C.2.	3C.2.	3C.2.	3C.2.
			3C.3.	3C.3.	3C.3.	3C.3.	3C.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry.			3D.1.	3D.1.	3D.1.	3D.1.	3D.1.
Geometry Goal #3D: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					

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	in this box.	in this box.					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			3E.2.	3E.2.	3E.2.	3E.2.	3E.2.
			3E.3.	3E.3.	3E.3.	3E.3.	3E.3.

End of Geometry EOC Goals

Mathematics Professional Development

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activities 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
PD Content /Topic and/or PLC Focus	K-5	Team Leader	Grade Level Teams	Pre-planning and PLC meetings weekly	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Principal

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Expert Series: Focus Math (Common Core MA Standards, STEM projects, IMS curriculum, formative assessments)	K-5	CRT, Coaches	Instructional Staff	Wednesdays (monthly)	Monitor use of implementation and effectiveness through teacher observations (informal and formal); Discuss effectiveness of strategies at PLC meetings, weekly	Principal, CRT, Coaches

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Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Mathematics Goals

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Elementary and Middle School Science Goals

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

Elementary and Middle Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT 2.0: Students scoring at Achievement Level 3 in science.			1A.1. Students lack motivation and interest in learning science.	1A.1. The faculty will conduct a Family Science Night to promote family involvement and promote inquiry-based science skills.	1A.1. Principal, CRT, Teachers	1A.1. Teacher, student, and parent feedback; attendance sheets	1A.1. Sign-in sheets and participation data
<u>Science Goal #1A:</u>	<u>2012</u>	<u>2013</u>					
By June 2013, 83% (48) of all students taking the FCAT Science test at Hillcrest Elementary School will score at a level 3.	<u>Current Level of Performance</u> In June 2012, 78% (52) of all students taking the FCAT Science test at Hillcrest Elementary School scored at a Level 3.	<u>Expected Level of Performance</u> By June 2013, 83% (48) of all students taking the FCAT Science test at Hillcrest Elementary School will score at a Level 3.					
			1A.2. Students lack additional practice in science skills.	1A.2. FCAT Explorer and Study Island web based programs will be used in the intermediate grade levels for science enhancement.	1A.2. Principal, CRT	1A.2. iObservation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts	1A.2. FCAT Explorer reports, Study Island reports, Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
			1A.3. Students are not receiving	1A.3. All teachers will use, and be trained in the use of,	1A.3. Principal, CRT	1A.3. iObservation,	1A.3. Benchmark data,

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		adequate instruction in all science strands.	the OCPS Essential Labs for Science in conjunction with OCPS Order of Instruction and the OCPS Curriculum, Instruction, and Assessment (CIA) Blueprints in science in order to increase the effectiveness of science instruction.		review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	classroom assessment data, progress monitoring charts, FCAT scores
		1A.4. Students are at different levels of knowledge in science content and may require additional intervention/remediation or enrichment in different strands.	1A.4. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students' progress in science. All classroom teachers will use classroom assessment data and fifth grade teachers will use benchmarks to target instruction.	1A.4. Principal, CRT	1A.4. Observation, review of lesson plans and PLC minutes notes, review of teacher progress monitoring charts, professional development discussions	1A.4. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
		1A.5. Students often lack background knowledge in science.	1A.5. Fifth grade teachers will implement SRA Snapshots to increase understanding and provide background knowledge in science. Teachers in grades K-4 will teach science with fidelity.	1A.5. Principal, CRT	1A.5. Observation, review of lesson plans and PLC minute notes, review of teacher progress monitoring charts	1A.5. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Science Goal #1B:	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance				
N/A						

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	N/A	N/A					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1. Students lack science practice on his or her level.	2A.1. Teachers will encourage students to utilize FCAT Explorer and Study Island as science practice and enrichment.	2A.1. Principal, CRT	2A.1. Observation, review of lesson plans and PLC minute forms, review of teacher created progress monitoring charts	2A.1. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
Science Goal #2A: By June 2013, 25% (15) of all students taking the FCAT Science test at Hillcrest Elementary School will score at a level 4 or above.	2012 <u>Current</u> <u>Level of</u> <u>Performance</u>	2013 <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	In June 2012, 20% (12) of all students taking the FCAT Science test at Hillcrest Elementary School scored at a Level 4 or above.	By June 2013, 25% (15) of all students taking the FCAT Science test at Hillcrest Elementary School will score at a Level 4 or above.					
				2A.2. Students are not provided science practice in a variety of formats.	2A.2. Teachers will use "Time for Kids" in the classroom as an additional resource for science content.	2A.2. Principal, CRT	2A.2. Observation, review of lesson plans and PLC minute forms, review of teacher created progress monitoring charts
			2A.3. Students may require additional enrichment beyond what is provided in the regular classroom setting.	2A.3. The gifted teacher will implement a Science, Technology, Engineering, and Mathematics (STEMS) block within the gifted daily schedule.	2A.3. Principal, CRT	2A.3. Observation, review of lesson plans and PLC minute forms, review of teacher created progress monitoring charts	2A.3. Benchmark data, classroom assessment data, progress monitoring charts, FCAT scores
2B. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2B.1.	2B.1.	2B.1.	2B.1.	2B.1.

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Science Goal #2B:	2012 Current Level of Performance	2013 Expected Level of Performance					
N/A	N/A	N/A	2B.2.	2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.

End of Elementary and Middle School Science Goals

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Florida Alternate Assessment High School Science Goals

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

High School Science Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.			1.1.	1.1.	1.1.	1.1.	1.1.
Science Goal #1: N/A	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Florida Alternate Assessment: Students scoring at or above Level 7 in science.			2.1.	2.1.	2.1.	2.1.	2.1.
Science Goal #2: N/A	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance					
	N/A	N/A					

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		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

End of Florida Alternate Assessment High School Science Goals

Biology 1 End-of-Course (EOC) Goals (this section needs to be completed by all schools that have students taking the Biology I EOC)

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

Biology 1 EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Biology 1.			1.1.	1.1.	1.1.	1.1.	1.1.
Biology 1 Goal #1: Enter narrative for the goal in this box.	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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2. Students scoring at or above Achievement Levels 4 and 5 in Biology 1.			2.1.	2.1.	2.1.	2.1.	2.1.
Biology 1 Goal #2: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u>	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u>					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

End of Biology 1 EOC Goals

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Science Professional Development

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
Implementation of Science Fusion	K - 5	Grade Level PLC Chair	Grade Level PLC'S	Weekly	Classroom walkthroughs, review of lesson plans and PLC minutes notes	Principal, Leadership Team
Curriculum, Instruction, and Assessment (CIA) Blueprint & OCPS Essential Lab Training	K - 5	CRT	Instructional Staff	October 2012	Classroom walkthroughs, review of lesson plans and PLC minutes notes	Principal, CRT

Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

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Writing Goals

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

Writing Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1A. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			1A.1. Students lack structure and knowledge of the writing process.	1A.1. All teachers will continue to use Write from the Beginning site-wide. New teachers will be trained in the use of this program.	1A.1. Principal, CRT	1A.1. iObservation, review of lesson plans, review of PLC minute notes, professional development discussions, review of student writing portfolios and teacher progress monitoring charts	1A.1. Quarterly writing prompt data, FCAT writing data
<u>Writing Goal #1A:</u>	<u>2012 Current Level of Performance</u>	<u>2013 Expected Level of Performance</u>					
By June 2013, 93% (60) of Hillcrest Elementary students will achieve Adequate Yearly Progress in writing.	In June 2012, 88% (49) of Hillcrest Elementary students achieved Adequate Yearly Progress in writing.	By June 2013, 93% (60) of Hillcrest Elementary students will achieve Adequate Yearly Progress in writing.					
			1A.2. Students are not receiving adequate practice in writing on selected prompts.	1A.2. All teachers will administer one timed-writing assessment each quarter which will be scored using the FCAT Writing rubric or the Write from the Beginning rubric. Results will be analyzed and reported within PLCs.	1A.2. Principal, CRT	1A.2. Review of student writing portfolios and teacher progress monitoring charts	1A.2. Quarterly writing prompt data, FCAT writing data

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		1A.3. Students are often at different stages in the writing process and need differentiation.	1A.3. Classroom teachers and PLCs will conduct ongoing progress monitoring and data analysis to assess students' progress in writing. All classroom teachers will use classroom writing assessment data to target instruction.	1A.3. Principal, CRT	1A.3. Review of PLC minute notes, professional development discussions, review of student writing portfolios and teacher progress monitoring charts	1A.3. Quarterly writing prompt data, FCAT writing data
		1A.4. Students exhibit strengths and weaknesses in different areas of writing and may need remediation or enrichment.	1A.4. Fourth grade students will participate in writing assessments in preparation for FCAT Writes. Results will be analyzed and instruction will be tailored to address weaknesses.	1A.4. Principal, CRT	1A.4. Review of PLC minute notes, professional development discussions, review of student writing portfolios and teacher progress monitoring charts	1A.4. Quarterly writing prompt data, FCAT writing data
		1A.5. Students are not provided various opportunities to practice and present their writing.	1A.5. A Young Author's Celebration will take place to highlight students' writings.	1A.5. Principal, Leadership Team and Faculty	1A.5. Parent, teacher, and student feedback	1A.5. Sign-in sheets
1B. Florida Alternate Assessment: Students scoring at 4 or higher in writing.		1B.1.	1B.1.	1B.1.	1B.1.	1B.1.
Writing Goal #1B:	<u>2012</u> Current Level of Performance	<u>2013</u> Expected Level of Performance				
N/A	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.				

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		1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
		1B.3.	1B.3.	1B.3.	1B.3.	1B.3.

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Writing Professional Development

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
PLC Focus: Yearly Plans and Formative Assessments	K-5	CRT, Coaches	Instructional Staff	Pre-planning and PLC meetings weekly	Monitor use of developed yearly plans and study formative assessment data; discussion of formative assessments at PLC meetings	Principal, CRT

Writing Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Writing Goals

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Civics End-of-Course (EOC) Goals [\(required in year 2014-2015\)](#)

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

Civics EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in Civics.			1.1.	1.1.	1.1.	1.1.	1.1.
Civics Goal #1: Enter narrative for the goal in this box.	<u>2012</u> Current Level of Performance .*	<u>2013</u> Expected Level of Performance .*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in Civics.			2.1.	2.1.	2.1.	2.1.	2.1.

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Civics Goal #2: Enter narrative for the goal in this box.	2012 Current Level of Performance .* _	2013 Expected Level of Performance .* _					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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Civics Professional Development

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

Civics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:

End of Civics Goals

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U.S. History End-of-Course (EOC) Goals [\(required in year 2013-2014\)](#)

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

U.S. History EOC Goals			Problem-Solving Process to Increase Student Achievement				
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students scoring at Achievement Level 3 in U.S. History.			1.1.	1.1.	1.1.	1.1.	1.1.
U.S. History Goal #1: Enter narrative for the goal in this box.	<u>2012</u> <u>Current</u> <u>Level of</u> <u>Performance</u> .*	<u>2013</u> <u>Expected</u> <u>Level of</u> <u>Performance</u> .*					
	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.
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:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.

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U.S. History Goal #2:	2012 Current Level of Performance .* _	2013 Expected Level of Performance .* _					
Enter narrative for the goal in this box.	Enter numerical data for current level of performance in this box.	Enter numerical data for expected level of performance in this box.	2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.	

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U.S. History Professional Development

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

U.S. History Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:

End of U.S. History Goals

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Attendance Goal(s)

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

Attendance Goal(s)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Many of our students are magnet students and have difficulty with transportation to school.	1.1. The registrar will communicate with parents attendance expectations and refer excessive tardies and absences to the appropriate agency.	1.1. Registrar, school social worker, Classroom teachers	1.1. Monitor absences and tardies through classroom teacher attendance and registrar/attendance clerk	1.1. SMS and ProgressBook attendance data
Attendance Goal #1: Hillcrest Elementary school will decrease in the amount of excessive tardies and absences for the school year.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>					
	During the 2011-2012 school year, the average daily attendance rate at Hillcrest Elementary School was 95.5% (462).	By the end of the 2012-2013 school year, the average daily attendance rate at Hillcrest Elementary School will increase by 1% bringing the daily attendance rate to 96.5% (459).					
	<u>2012 Current Number of Students with</u>	<u>2013 Expected Number of Students with</u>					

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<p><u>Excessive Absences (10 or more)</u></p>	<p><u>Excessive Absences (10 or more)</u></p>					
<p>During the 2011-2012 school year, there were 139 students (26%) with excessive absences at Hillcrest Elementary School.</p>	<p>By the end of the 2012-2013 school year, the number of students with excessive absences will decrease by 5% bringing the percentage of students with excessive absences to 21% (100).</p>					
<p><u>2012 Current Number of Students with Excessive Tardies (10 or more)</u></p>	<p><u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u></p>					
<p>During the 2011-2012 school year, there were 103 students (21%) with excessive tardies at Hillcrest</p>	<p>By the end of the 2012-2013 school year, the number of students with excessive tardies will</p>					

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	Elementary School.	decrease by 5% bringing the percentage of students with excessive tardies to 16% (76).					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Attendance Professional Development

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

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Attendance Goals

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Suspension Goal(s)

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

Suspension Goal(s)			Problem-solving Process to Decrease Suspension				
Based on the analysis of suspension data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Suspension			1.1.	1.1.	1.1.	1.1.	1.1.
Suspension Goal #1: Hillcrest Elementary School will continue to decrease in the amount of in-school and out-of-school suspensions issued throughout the year.	<u>2012 Total Number of In – School Suspensions</u> In 2012, there were eight in-school suspensions issued at Hillcrest Elementary School.	<u>2013 Expected Number of In-School Suspensions</u> In 2013, Hillcrest Elementary School will expect four in-school suspensions, which would be a 50% decrease from the previous year.	Students need additional sources of behavior support in the classroom and around school campus	The school will continue the positive behavior support plan called HERO to encourage positive behavior at school.	Principal, Guidance Counselor	Classroom walkthroughs, behavior plans	SMS data on student referrals, success rates of behavior plans
	<u>2012 Total Number of Students Suspended In-School</u> In 2012, there were seven students suspended in-school at Hillcrest Elementary School.	<u>2013 Expected Number of Students Suspended In-School</u> In 2013, Hillcrest Elementary School will expect three students to be issued an in-school suspension, which would be a 43% decrease					

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		from the previous year.					
	<u>2012 Total Number of Out-of-School Suspensions</u>	<u>2013 Expected Number of Out-of-School Suspensions</u>					
	In 2012, there were eight out-of-school suspensions issued at Hillcrest Elementary School.	In 2013, Hillcrest Elementary School will expect four out-of-school suspensions, which would be a 50% decrease from the previous year.					
	<u>2012 Total Number of Students Suspended Out-of-School</u>	<u>2013 Expected Number of Students Suspended Out-of-School</u>					
	In 2012, there were seven students suspended out of school at Hillcrest Elementary School.	In 2013, Hillcrest Elementary School will expect three students to be issued an out-of-school suspension, which would be a 43% decrease from the previous year.					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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Suspension Professional Development

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
Positive Behavior Support: HERO	All grades All subjects	Guidance Counselor	School-wide	September	Classroom walkthroughs, review of behavior plans	Principal, Leadership Team

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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	Subtotal:
	Total:

End of Suspension Goals

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Dropout Prevention Goal(s)

Note: Required for High School- F.S., Sec. 1003.53

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

Dropout Prevention Goal(s)			Problem-solving Process to Dropout Prevention				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Dropout Prevention			1.1.	1.1.	1.1.	1.1.	1.1.
<p>Dropout Prevention Goal #1:</p> <p>By June 2013, Hillcrest Elementary School will reduce the retention rate by 1%.</p> <p>*Please refer to the percentage of students who dropped out during the 2011-2012 school year.</p>	<u>2012 Current Dropout Rate:*</u>	<u>2013 Expected Dropout Rate:*</u>	<p>Students need additional assistance with academics outside the regular school hours.</p>	<p>Students in the lowest 25% will be given in-school interventions to assist with difficulties in math and reading.</p>	<p>Principal, CRT</p>	<p>Review of progress monitoring charts</p>	<p>Benchmark data, EnVision Math assessment data, Houghton Mifflin assessment data, progress monitoring charts, FCAT scores</p>
	In June 2012, 1% (5) of students were retained at Hillcrest Elementary School.	By June 2013, Hillcrest Elementary School will reduce the retention rate by 1%.					
	<u>2012 Current Graduation Rate:*</u>	<u>2013 Expected Graduation Rate:*</u>					
	N/A	N/A					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Dropout Prevention Professional Development

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.

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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

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Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

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Parent Involvement Goal(s)

Upload Option-For schools completing the Parental Involvement Policy/Plan (PIP) please include a copy for this section.

Online Template- For schools completing the PIP a link will be provided that will direct you to this plan.

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

Parent Involvement Goal(s)			Problem-solving Process to Parent Involvement				
Based on the analysis of parent involvement data, and reference to “Guiding Questions,” identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement			1.1.	1.1.	1.1.	1.1.	1.1.
Parent Involvement Goal #1: By June 2013, Hillcrest Elementary School will have 70% (309) parent involvement. *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.	2012 Current Level of Parent Involvement: *	2013 Expected Level of Parent Involvement: *	Many parents may not be aware of the different events we hold at Hillcrest Elementary.	Communication in the form of flyers, posters, Connect Education messages, and website announcements will be made for all major events held at Hillcrest.	Principal and Leadership Team	Parent and teacher feedback, attendance sheets	Sign-in sheets and participation data
	By June 2012, Hillcrest Elementary School had 62% (273) parent involvement.	By June 2013, Hillcrest Elementary School will have 70% (309) parent involvement.					
				1.2. Parents may not be provided with enough opportunities to become involved in the school.	1.2. Family Nights will be held for reading, math, science, and art. The annual Tet Celebration will be held for all Hillcrest families and the surrounding community.	1.2. Principal and Leadership Team	1.2. Parent, teacher, and student feedback, attendance sheets
			1.3.	1.3.	1.3.	1.3.	1.3.

Parent Involvement Professional Development

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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
FLES Informational Meetings	K-5	Karen Beeman Carmen Santiago	Parents	September 12, 2012, November 28,2012, February 6, 2013, March 6, 2013	Parent Input	Principal, CRT

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Parent Involvement Budget

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>STEM Goal #1: During the 2011-2012 school year, 88% (51) of Hillcrest 5th graders scored at or above proficiency on the science portion of the FCAT. Our goal is to increase the implementation of planned STEM activities across all grade levels to promote critical thinking, engineering, scientific, and mathematical skills and ultimately, increase student achievement in math and science.</p>	<p>1.1. Teachers may lack the knowledge necessary to implement these activities.</p>	<p>1.1. Implement use of STEM activities into the different areas of the curriculum Bring Science Center To facilitate a STEM Science Night with teachers and students.</p>	<p>1.1. Principal, CRT, Coaches</p>	<p>1.1. Review of PLC notes, Discussions with teams</p>	<p>1.1. Review of PLC notes, Discussions with teams</p>
	<p>1.2. Lack of time</p>	<p>1.2. PLC's will plan strategically to find ways to implement these strategies.</p>	<p>1.2. Principal, CRT, Coaches</p>	<p>1.2. Review of PLC notes, Discussions with teams</p>	<p>1.2. Review of PLC notes, Discussions with teams</p>
	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>	<p>1.3.</p>

STEM Professional Development

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	Grade	PD Facilitator	PD Participants	Target Dates (e.g. , Early	Strategy for Follow-up/Monitoring	Person or Position Responsible

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and/or PLC Focus	Level/Subject	and/or PLC Leader	(e.g. , PLC, subject, grade level, or school-wide)	Release) and Schedules (e.g., frequency of meetings)		for Monitoring
PD: Expert Series (FOCUS STEM: Implementing student-focused learning projects during STEM time)	K-5	Principal, CRT, Coaches	Instructional Staff	November 2012	Monitor use and effectiveness of strategies through teacher observations (informal and formal). Discussions of formative assessments in PLC meetings.	Principal, CRT

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STEM Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of STEM Goal(s)

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Career and Technical Education (CTE) Goal(s)

CTE Goal(s)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
CTE Goal #1: Enter narrative for the goal in this box.	1.1.	1.1.	1.1.	1.1.	1.1.
	1.2.	1.2.	1.2.	1.2.	1.2.
	1.3.	1.3.	1.3.	1.3.	1.3.

CTE Professional Development

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

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CTE Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of CTE Goal(s)

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Additional Goal(s)

District Essential Outcome #8: Hillcrest Elementary School will continue with the Year 3 implementation of Destination College for grades four and five. Goal:

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

Additional Goal(s)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1. New teachers will need training in Destination College.	1.1. Teachers will be signed up for the Destination College course available through pdsonline.	1.1. CRT Lindsay Brewer (4/5 teacher)	1.1. Review of PLC minute forms, review of lesson plans, classroom walkthroughs	1.1. Completion of strategies through the pdsonline course, review of student progress monitoring data
<u>Additional Goal #1:</u>	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>					
By June 2013, Hillcrest Elementary School will have implemented the strategies of year 3 of Destination College in grades four and five.	In June 2012, Hillcrest Elementary School was at the "intentionally structured" stage for most strategies of year 2 of the Destination College implementation.	By June 2013, Hillcrest Elementary School will have implemented the strategies of year 3 of Destination College in grades four and five.					
			1.2. Teachers already trained in Destination College will need to become familiar with the Year 3 strategies and may not have	1.2. Teachers will begin Year 3 strategies in the Destination College course available through pdsonline.	1.2. CRT	1.2. Review of PLC minute forms, review of lesson plans, classroom walkthroughs	1.2. Completion of strategies through the pdsonline course, review of student progress monitoring data

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		mastered year 2 strategies.				
		1.3.	1.3.	1.3.	1.3.	1.3.

Additional Goals Professional Development

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
Destination College	Grades 4-5/All subjects	District Destination College contact, CRT/Lindsay Brewer (4/5 teacher)	Fourth and fifth grade PLCs	Beginning Oct. 2012, completion May 2013	PLC minutes forms, lesson plans, professional development discussions	CRT

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Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:
CELLA Budget	Total:
Mathematics Budget	Total:
Science Budget	Total:
Writing Budget	Total:
Civics Budget	Total:
U.S. History Budget	Total:
Attendance Budget	Total:
Suspension Budget	Total:
Dropout Prevention Budget	Total:
Parent Involvement Budget	Total:
STEM Budget	Total:
CTE Budget	Total:
Additional Goals	Total:

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	Grand Total:
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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school's DA Status. (To activate the checkbox: 1. Double click the desired box; 2. When the menu pops up, select Checked under "Default value" header; 3. Select OK, this will place an "x" in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

Are you reward school? Yes No

(A reward school is any school that has improved their letter grade from the previous year or any A graded school.)

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the Upload page

School Advisory Council (SAC)

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 members 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 No

If No, describe the measures being taken to comply with SAC requirements.	
Describe the activities of the SAC for the upcoming school year.	
SAC will be responsible for monitoring the School Improvement Plan and for revising as needed throughout the school year. They will also be responsible for writing the draft SIP for the 2013-2014 school year.	

Describe the projected use of SAC funds.	Amount