

FLORIDA DEPARTMENT OF EDUCATION



Hiland Park School Improvement Plan (SIP) Form SIP-1

Proposed for 2012-2013

2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: CURRENT SCHOOL STATUS

School Information

Hiland Park Elementary	District Name: Bay
Principal: Patricia Fowler	Superintendent: William Husfelt
SAC Chair: Terry Nowaczyk	Date of School Board Approval:

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

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Administrators

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

Position	Name	Degree(s)/ Certification(s)	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	Patricia Fowler	BA Elementary Education MA Administration Ed Sp. Ed. Leadership Elem Ed/ESE Principal K-12	3	19	Waller Elementary School -Assisted low performing Title One school in improving from a D status to A status and maintaining this for five years. Hiland Park Elementary-Assisted school in improving from B status in 2009/10 to A and maintaining this for the past two years. Lowest 25% in reading for the 2011/12 was at 74%, the highest in the district.
Assistant Principal	Carol Ann Whitehurst	BS Science Education MS Ed Leadership Biology Certification 6-12 Middle School Science	3	9	Arnold High School (4 years) B school 3 years; C school 1 year Tommy Smith Elementary School (2 years) 2009 (A) 2010 (B) Hiland Park Elementary – (3 years) 2010 (B) 2011 (A) 2012 (A) Lowest 25% in reading for 2011/12 was at 74%, the highest in the district.

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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.

Subject Area	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)
	N/A				

Effective and Highly Effective Teachers

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

Description of Strategy	Person Responsible	Projected Completion Date
1. Provide a mentor for new teachers assigned to Hiland Park.	Serenity Anderson	September 2012
2. Allow new teachers the opportunity to visit model classrooms within the school and throughout the district	Administration	December 2012
3. New teachers will participate in the Bay District’s New Teacher Induction Program	Lisa Churchwell	May 2013
4. ESOL and Gifted endorsement opportunities will be provided to any out-of-field teachers	Beacon	May 2013

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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/or 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%/0	1) Staff training during Pre-school planning 2) Enhanced feedback to teachers following observations/IPDP reviews

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
48	2.1% (1/48)	27.1% (13/48)	29.2% (14/48)	41.7% (20/48)	25% (12/48)	100% (48/48)	16.7% (8/48)	16.7% (8/48)	41.7% (20/48)

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
Serenity Anderson	Danielle Alexander, Kelly Foran, Leigh Faulk, Whitney Gillmore, Ashlyn Pate, Kamika Raby, Melissa Stockwell, Kalane Jones, Gina Covert	Serenity Anderson was assigned to Hiland Park by the district to mentor our new teachers. She is housed at our school and has knowledge of what it	Bi-monthly meetings with the new teachers, modeling strategies, assisting with grading, lesson planning and discipline procedures.

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		takes to be successful at our school.	Focus on transition activities to move to Common Core.

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 N/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

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Career and Technical Education
Job Training
Other

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

Identify the school-based MTSS leadership team.

Tammy Boyers (MTSS Staff Training Specialist)-Supports school with implementation of MTSS; regularly shares information with administrators/contact person; provides professional development to faculty and staff based on area of need; attends School Based Leadership Meetings as available; assists with data analysis and development of intervention plans; and periodically reviews MTSS folders for compliance/reviews FOCUS report monthly.

Mimi Bozarth (School Psychologist)- Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Angela Pitts and Vicki Yeats (Speech and Language Pathologists)- Educate the team in the role language plays in curriculum, assessment and instruction, as a basis for appropriate program design; assist in the selection of screening measures; and help identify systemic patterns of student need with respect to language skills.

Tami Dinan and Judy Smith (Guidance Counselors) –Assist teachers in the collection and presentation of student data, suggest Tier II and Tier III interventions, assist teachers in the communication between school and home regarding educational and behavioral issues. Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; assist the school and families to support the child’s academic, emotional, behavioral, and social success.

Patricia Fowler (Administrator) - Provides a common vision for the use of data-based decision-making, ensures the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

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 Team will meet monthly. They may meet more often at the beginning of the year, if necessary. The MTSS team functions to review on-going AYP, FCAT, DE data and other universal screening data to match interventions to student needs and stakeholder accountability. The MTSS team ensures professional development is provided to staff. The MTSS team is responsible for school-wide implementation and provides training and coaching to school staff. School administrators will use individual student performance data to determine activities and the MTSS structures needed to best meet the needs of their students. The MTSS process will be integrated in the District Reading Plan, District Student Progression Plan, and the School Improvement Plan. A larger team made up of grade group representatives will meet every other month to review student data, discuss progress, and review MTSS strategies being implemented at each grade level.

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Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). Describe how the RtI problem-solving process is used in developing and implementing the SIP?
The MTSS team will collaborate with the School Improvement Team and the School Advisory Council to help in the development of the School Improvement Plan. The team will provide data on: Tier I, II, and III targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance and Relationship). The MTSS Team contributed to the Professional Development areas of the plan by outlining how MTSS Professional Development will be delivered to faculty and staff.
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.
FOCUS, PMRN, Discovery Education Assessment, FCAT, SM5 Reports, Fast ForWord reports, RtI:B website Data, CELLA results, Writing Rubrics, Dibels Next Data System, Easy CBM
Describe the plan to train staff on MTSS.
Training will take place during Pre-school planning days, at faculty meetings, at grade team meetings and through webinars.
Describe the plan to support MTSS.
Support will be provided by ensuring that adequate time is available for meetings, trainings and staffing. Financial support, as available, will help provide necessary resources and required interventions. Lines of communication will be open between all stakeholders.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT).
Gary Buynak (Chairman), Vicki Yeats, Angela Pitts, Krystal Adcock, Toni Luciw, Ashlyn Pate, Pat Lewis, Danielle Alexander, Pam Owen, Wanda Newberry, Betty Taylor, Deanna Strickland
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).
The Literacy Leadership Team, otherwise known as the Reading Achievement Team, is comprised of representatives from each grade level. The team met during preplanning to examine school data and make recommendations for the School Improvement Plan. During the school year, they meet monthly to review the school improvement strategies and examine data collected. They will also be responsible for the implementation of the CRP and monitoring with fidelity to ensure that it is being followed at all grade levels and by all teachers. In addition, they will assist in the transition from Next Generation Standards to Common Core.
What will be the major initiatives of the LLT this year?

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The major emphasis this year will be the implementation of Language Arts Common Core Standards at Kindergarten and First Grade with transitional activities being planned at all other grades. This will require continued emphasis on higher order questioning strategies and examination of materials to determine text complexity.

Continued emphasis will be given to those populations who are at risk for scoring Level 1 or 2 on the FCAT.

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.

**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.

N/A

**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?

N/A

**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?

N/A

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?

N/A

Postsecondary Transition

August 2012

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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.

N/A

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in reading.			IA.1.	IA.1.	IA.1.	IA.1.	IA.1.
Reading Goal #1A: The percentage of students achieving proficiency at Level 3 and above on the FCAT will increase by 7%. (according to DOE AMO Report)	2012 Current Level of Performance:* 66% (225/341)	2013 Expected Level of Performance:* 73% (246/337)		All teachers will continue to use the Harcourt Reading Series with fidelity teaching comprehension strategies during small group guided instruction and ensuring high quality literacy centers are available.	Classroom teachers Administration	Classroom Walk-throughs Examination of Lesson Plans	Weekly Harcourt Assessments
			IA.2. Newness of Common Core Expectations Lack of informational texts	IA.2. Teach to the Common Core Standards at K and 1 st with transitional instruction taking place at all other grades. Include emphasis on Speaking and Listening, increased emphasis on student engagement and higher order questioning. At least 50% of instructional materials will be informational texts.	IA.2. Classroom Teachers Reading Achievement Team Administration	IA.2. Lesson Plans Classroom Walk-throughs	IA.2. Observations Lesson Plans
			IA.3. Need for continued staff development	IA.3. Utilize Discovery Education to assess students. Examine results closely and individualize reading instruction.	IA.3. Classroom Teachers Administration	IA.3. Examination of Scores	IA.3. Discovery Ed Assessment Results

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1B. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.			1B.1.	1B.1.	1B.1.	1B.1.	1B.1.	
N/A.	Reading Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.	
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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	
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 in reading.			2A.1	2A.1	2A.1.	2A.1.	2A.1.	
The percentage of student scoring proficiency at Level 4 and Level 5 will increase be 3%.	Reading Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	More rigorous material may be challenging to some students	Examine text complexity at all grades and expose students to more rigorous reading material. Ask questions at the higher level of Bloom's Taxonomy.	Classroom Teachers Administration Reading Achievement Team	Classroom observations Grade Level Meeting Notes	Results of Observations
		32% (110/341)	35% (118/337)					
				2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Some high performing students transfer to area Charter Schools after identification	Strive to identify more gifted and talented students. Provide enrichment programs/activities for high achieving students.	Classroom Teachers Guidance Staff Psychologist Administration	Listing of Gifted/Talented Students Observations/Lesson Plans	Examine numbers of Gifted/Talented students	
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
			Time Restraints	At the fourth and fifth grade level encourage increased utilization of the Media Center.	Media Specialist Classroom Teachers Administration	Record of Book Checkouts and Library Utilization	Monitor Results	

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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:*						
			2B.2.	2B.2.	2B.2.	2B.2.	2B.2.	
			2B.3.	2B.3.	2B.3.	2B.3.	2B.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	
3A. FCAT 2.0: Percentage of students making learning gains in reading.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.	
Reading Goal #3A: Increase the percentage of students making Learning Gains in Reading by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited computers in the classrooms	Students in First through Fifth grade will have access to the SM5 computer-based reading program. To ensure fidelity, it will be utilized at least 4 days a week.	Classroom Teachers Administration	Student Growth Reports	Examine SM5 reports	
	65% (153/236)	68% (143/211)	Schedule for computer lab usage does not allow for lower grades to attend on a regular basis.					
			3A.2.	Motivational activities will be utilized at different grade levels to include the Book It and AR programs.	Media Specialists Classroom Teachers Administration	Examine Record of Book Check Out	Examine data	
			3A.3.	Limited funds for Staff Development/Subs	In order to enhance student engagement the use of Kagan and CRISS strategies will be encouraged.	Administration Classroom Teachers	Lesson Plans/ Observations	3A.3. Observation Results

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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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
			3B.3.	3B.3.	3B.3.	3B.3.	3B.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
4. FCAT 2.0: Percentage of students in lowest 25% making learning gains in reading.			4A.1.	4A.1	4A.1.	4A.1.	4A.1.
Reading Goal #4: Increase the number of students in the lowest quartile who make Learning Gains in Reading by 3%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited funds for extra personnel to assist with MTSS interventions	Use of MTSS interventions which are outlined in the district MTSS manual with required progress monitoring.	Classroom Teachers Administration	Required Progress Monitoring	Examine progress monitoring results
	78% (44/59)	81% (41/53)					
			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%. Reading Goal #5A: Hiland Park will reduce the percentage of students not making proficiency in reading by 50%.	Baseline data 2010-2011		66% of our students are proficient in Reading.	73% of our students will be proficient in Reading. (Per DOE AMO Report)	75% of our students will be proficient in Reading.	78% of our students will be proficient in Reading.	81% of our students be proficient in Reading.	84% of our students will be proficient in Reading.	
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. Reading Goal #5B: The number of Black students not making proficiency in Reading will decrease by 4 % per year.	2012 Current Level of Performance: *	2013 Expected Level of Performance: *	5B.1. Black: Lack of funding for afterschool tutoring services and transportation	5B.1. Involve at-risk Tier II and III Black students in MTSS interventions.	5B.1. MTSS Coach Classroom Teachers Administration	5B.1. Progress Monitoring	5B.1. Examine Assessment Data		
	Black 45% (41/93) Proficiency	Black 49% Proficiency		5B.2. Lack of Mentors	5B.2. Coordinate a mentoring program for at-risk Black students.	5B.2. Guidance Counselors	5B.2. Surveys	5B.2. Examine Survey Results	
			5B.3.	5B.3. Provide support for programs to motivate at-risk Black students such as Book It and Accelerated Reader.	5B.3. Media Specialist Classroom Teachers Administration	5B.3. Examine AR Data Listing of students participating in Book It	5B.3. Examine Data		

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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 reading.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
N/A	Reading Goal #5C:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			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 reading.			5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
The number of Students with Disabilities not showing proficiency in Reading will decrease by 6 %.	Reading Goal #5D:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	At risk SWD will participate in the Fast ForWord lab at least 5 times per week.	Cody Bylsma (Fast ForWord Para) ESE Teachers Classroom Teachers	Weekly Student Growth Reports	Examine Reports
		41% (13/29) Proficient According to AMO Report, does not include 5 th grade SWD	47% Proficient				
			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			Minimal funds to hire extra paraprofessionals to assist with interventions	Utilize with fidelity research-based reading programs such as SRA	ESE Teachers Classroom Teachers	Progress Monitoring Tools	Examine Growth Reports
			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. Reading Goal #5E: The number of Economically Disadvantaged students not showing proficiency in Reading will decrease by 3%.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
			Time Restraints in the school day	Provide more opportunities for Free and Reduced lunch status students to utilize media center resources.	Media Specialist Classroom Teachers	Data collected by Media Specialist	Evaluation of Data
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	58% (119/206) Proficient	61% Proficient					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
				Implement the Blessings in a Backpack program for needy students.	Guidance Staff Hiland Park Baptist Church Volunteers	Distribution List	Examine list and student growth
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
			Lack of Mentors	Assign mentors to students who do not have adequate role models in their homes and who are struggling in Reading.	Guidance Staff	Mentor/Mentee list	Examine growth

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
Common Core Training	K and 1	Grade Chairs	All Kindergarten and First Grade Teachers	August 2012	Grade Level Meetings	Administration
Common Core Awareness Training	Grades 2-5	Serenity Anderson	All Teachers	August 2012	Grade Level Meetings	Administration
Student Engagement/CRISS Strategies	All Grades	Jeremy Centeno	All Teachers	Fall 2012	Observations	Administration

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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
Increase available books for library check-out	Purchase Library Books	PTO/Book Fair Funds	\$5000
Provide current events materials	Time for Kids/Weekly Readers	PTO	\$1355
			Subtotal:\$6355
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: \$6355

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.	1.1.	1.1.	1.1.	1.1.
CELLA Goal #1: N/A	2012 Current Percent of Students Proficient in Listening/Speaking:					
		1.2.	1.2.	1.2.	1.2.	1.2.
		1.3.	1.3.	1.3.	1.3.	1.3.
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.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #2: N/A	2012 Current Percent of Students Proficient in Reading:					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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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.		2.1.	2.1.	2.1.	2.1.	2.1.
CELLA Goal #3: N/A	2012 Current Percent of Students Proficient in Writing :					
		2.2.	2.2.	2.2.	2.2.	2.2.
		2.3.	2.3.	2.3.	2.3.	2.3.

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			

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Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

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
IA. FCAT 2.0: Students scoring at Achievement Level 3 in mathematics.			<i>IA.1.</i>	<i>IA.1.</i>	<i>IA.1.</i>	<i>IA.1.</i>	<i>IA.1.</i>
Mathematics Goal #1A: Increase the number of students scoring proficiency at Level 3 and above on the FCAT by 3 percent	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of knowledge of some teachers regarding the Common Core.	Implementation of Math Common Core standards at the Kindergarten and First Grade Levels. Transitioning to Math Common Core activities at the upper grades. Emphasis on the 8 Math Practices at all grade levels.	Math Achievement Team Classroom Teachers Administration	Examination of Lesson Plans Observations	Harcourt Assessments FCAT results
	53% (180/340)	56% (189/337)					
			<i>IA.2.</i>	<i>IA.2.</i>	<i>IA.2.</i>	<i>IA.2.</i>	<i>IA.2.</i>
			Some students are reluctant to attack Higher Order Problems	Explicitly teach word problems which involve higher order thinking and problem solving strategies.	Math Achievement Team Classroom Teachers Administration	Lesson Plans Observations	Harcourt Assessments DE results

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		1A.3. Some Math vocabulary is new to parents Lack of wall space for Word Walls	1A.3. Stress building of math vocabulary at all grade levels using Math word walls and classroom based activities. Information will be provided to parents through newsletter and/or website.	1A.3. Math Achievement Team Classroom Teachers Administration	1A.3. Classroom Walk-throughs Lesson Plans Newsletters	1A.3. Increase in FCAT Scores and DE data
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						
		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.
Mathematics Goal #2A: Increase by 3% the number of students achieving at Level 4 or 5 on the Math FCAT	2012 Current Level of Performance:* 25% (86/340)	2013 Expected Level of Performance:* 28% (94/337)	Students are not familiar with generating activities for peers.	High achieving students will generate classroom activities and word problems to challenge peers.	Classroom Teachers Administration	Observations Lesson Plans	Examination of DE and FCAT Data
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			Preparation Time	Provide enrichment through Harcourt Grab and Go activity centers and on-going real world math projects.	Classroom Teachers Administration	Observations Lesson Plans	Examination of DE and FCAT Data
		2A.3.	2A.3.	2A.3.	2A.3.	2A.3.	
		Limited Computers Available to all students	Provide enrichment using SM5 computer-based program and differentiated math group instruction.	Classroom Teachers Administration	Observations Lesson Plans	Examination of DE and FCAT data	
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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Lack of knowledge regarding Common Core	Students will be assessed using Discovery Education to determine areas of weakness and to help drive instruction.	Classroom Teachers Administration	Assessment Data Lesson Plans	Assessment Results
Increase by 3% the number of students making learning gains on the Math FCAT.	65% (153/236)	68% (143/211)					
			3A.2.	3A.2.	3A.2.	3A.2.	3A.2.
			3A.3.	3A.3.	3A.3.	3A.3.	3A.3.
			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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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 mathematics. Mathematics Goal #4: Increase by 3% the number of students in the lowest quartile who make Learning Gains	2012 Current Level of Performance:* 63% (36/59)	2013 Expected Level of Performance:* 66% (34/53)	4A.1. Lack of available resources	4A.1. Utilize Center Stage and Number Worlds supplemental materials with at risk students.	4A.1. MTSS Coach Classroom Teachers Administration	4A.1. Progress Monitoring as per District MTSS guidelines	4A.1. Examination of assessment results
			4A.2.	4A.2. Utilize Discovery Education to identify specific deficiencies and remediate using differentiated instruction through small group activities.	4A.2. Classroom Teachers Administration	4A.2. Assessment Results Lesson Plans Observations	4A.2. Examination of Assessment Results
			4A.3. Limited funds to pay for subs for staff development	4A.3. Utilize Student Engagement/CRISS strategies to enhance student hands-on learning.	4A.3. Classroom Teachers Administration	4A.3. Lesson Plans Observations	4A.3. Examine Observation Results to assess engagement

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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%. Mathematics Goal #5A: Hiland Park will reduce the percentage of students not making proficiency in math by 50%.	Baseline data 2010-2011		53% of the students at Hiland Park are proficient in the area of math.	63% of the students at Hiland Park will be proficient in the area of Math. According to the DOE AMO Report	67% of the students at Hiland Park will be proficient in the area of Math.	71% of the students at Hiland Park will be proficient in the area of Math.	74% of the students at Hiland Park will be proficient in the area of Math.	78% of the students at Hiland Park will be proficient in the area of Math.
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. Mathematics Goal #5B: The number of Black students not making proficiency in Math will decrease by 5%..	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	5B.1. Lack of funding for After School Tutorials and interventions needed during the school day	5B.1. Involve Tier II and Tier III students in district approved MTSS interventions with progress monitoring.	5B.1. MTSS Coach Classroom Teachers Administration	5B.1. Progress Monitoring as per MTSS guidelines	5B.1. Examine Assessment Results	
	31% (41/110) Proficient	36% Proficient						
			5B.2. Lack of Volunteers	5B.2. Coordinate a mentoring program for at-risk Black students.	5B.2. Guidance Staff	5B.2. Student Surveys	5B.2. Examination of Survey Results and Assessment Data to determine growth	
			5B.3.	5B.3. Continue to research strategies to motivate Black students.	5B.3. Achievement Teams Classroom Teachers Administration	5B.3. Review of Meeting Notes	5B.3. Examine Assessment Data to determine growth	

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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:*					
			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: The number of Students with Disabilities not showing proficiency in Math will decrease by 6%.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited funds available for extra paraprofessional assistance	Use of research based math programs such as SRA to address deficiencies.	ESE Teachers Classroom Teachers Administration	Progress Monitoring at regular intervals	Examine Assessment Results
	38% (5/22) Proficient	44% Proficient	5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			Limited school day	SM5 to address individual skill deficiencies.	ESE Teachers Classroom Teachers Administration	Examination of SM5 Data	Student Growth Data
		5D.3.	5D.3.	5D.3.	5D.3.	5D.3.	5D.3.
		Limited funds available for extra paraprofessional assistance	Use of hands-on activities to reinforce skill development.	ESE Personnel Classroom Teachers Administration	Review of Assessment Results to determine skill acquisition	Formal and Informal Assessment Results	

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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. Mathematics Goal #5E: The number of Economically Disadvantaged students not showing proficiency in Math will decrease by 5%.			5E.1.	5E.1.	5E.1.	5E.1.	5E.1.
			Reluctance of some low income families to attend Family Nights	Facilitate a student led Math Night to communicate requirements to Parents.	Math Achievement Team Classroom Teachers	Parent Sign In Sheets	Parent Surveys
			2012 Current Level of Performance:*	2013 Expected Level of Performance:*			
	43% (83/187) Proficient	48% Proficient					
			5E.2.	5E.2.	5E.2.	5E.2.	5E.2.
			Needy students do not have access to manipulatives at home.	Provide hands-on, manipulative resources to at-risk students to take home nightly.	Math Achievement Team Classroom Teachers	Weekly Math Assessments	Examine Assessment Results to Determine Growth
			5E.3.	5E.3.	5E.3.	5E.3.	5E.3.
			Lack of available mentors	Assign mentors to at-risk students who do not have adequate role models in their homes.	Guidance Staff	Listing of mentors	Examine Assessment Results to Determine Growth and Improvement

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.
Mathematics Goal #1A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.
Mathematics Goal #1B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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.
Mathematics Goal #2A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A	<i>Enter numerical data for current level of performance in this box.</i>	<i>Enter numerical data for expected level of performance in this box.</i>					
			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.
Mathematics Goal #2B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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 mathematics.			3A.1.	3A.1.	3A.1.	3A.1.	3A.1.
Mathematics Goal #3A: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			4A.2.	4A.2.	4A.2.	4A.2.	4A.2.	
			4A.3.	4A.3.	4A.3.	4A.3.	4A.3.	
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: N/A								
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.	
Mathematics Goal #5B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	White:					
			Black:					
			Hispanic:					
			Asian:					
			American Indian:					

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		5B.2.	5B.2.	5B.2.	5B.2.	5B.2.
		5B.3.	5B.3.	5B.3.	5B.3.	5B.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
5C. English Language Learners (ELL) not making satisfactory progress in mathematics.			5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
Mathematics Goal	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#5C:							
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	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
#5D:							
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.	5E.1.	5E.1.	5E.1.	5E.1.
Mathematics Goal #5E:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A			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

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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
N/A			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

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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
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 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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
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 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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							
	Algebra 1 Goal #3A: N/A							
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. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.	
Algebra 1 Goal #3B: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*						
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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

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: N/A.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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 Geometry.			2.1.	2.1.	2.1.	2.1.	2.1.
N/A	Geometry Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.
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						
Geometry Goal #3A:							
N/A							
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. White: Black: Hispanic: Asian: American Indian:	3B.1.	3B.1.	3B.1.	3B.1.
N/A	Geometry Goal #3B:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*				

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N/A		3B.2.	3B.2.	3B.2.	3B.2.	3B.2.
		3B.3.	3B.3.	3B.3.	3B.3.	3B.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
3C. English Language Learners (ELL) not making satisfactory progress in Geometry.			3C.1.	3C.1.	3C.1.	3C.1.	3C.1.
N/A	Geometry Goal #3C:	<u>2012 Current Level of Performance:*</u>					
		<u>2013 Expected Level of Performance:*</u>					
			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.
N/A	Geometry Goal #3D:	<u>2012 Current Level of Performance:*</u>					
		<u>2013 Expected Level of Performance:*</u>					
			3D.2.	3D.2.	3D.2.	3D.2.	3D.2.
			3D.3.	3D.3.	3D.3.	3D.3.	3D.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

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3E. Economically Disadvantaged students not making satisfactory progress in Geometry.			3E.1.	3E.1.	3E.1.	3E.1.	3E.1.
Geometry Goal #3E: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			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
Common Core Math Training	K-5	Connie Longstreet	All Teachers	August 2012	Lesson Plans	Administration/ Math Chair
Common Core Lesson Delivery Model/Math Centers and Differentiated Math Groups	K-5	Jeremy Centeno	All Teachers	Fall 2012	Lesson Plans	Administration
Student Engagement /CRISS Strategies	K-5	District Office	Interested Teachers	Fall 2012	Lesson Plans	Administration

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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
Posters for Classrooms	Posters that display the 8 Math Practices	School Budget	
			Subtotal: \$100
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: \$100

End of Mathematics Goals

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Elementary and Middle School Science Goals

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. SES Level of student body at 65% Limited Resources due to lack of funding Lack of training available	1A.1. Utilize instructional Focus Calendars created by BDS with a graduated introduction of Steps of the Scientific Method at each grade level.	1A.1. Science Achievement Team to include representatives at each grade level	1A.1. Copy of focus calendar Examination of DE Data	1A.1. Discovery Education
Science Goal #1A: Students achieving proficiency at Level Three or above on the Science FCAT will increase by 3%.	2012 Current Level of Performance: * 63% (73/115)	2013 Expected Level of Performance: * 66% (79/120)					
						1A.3. Lack of familiarity with Science concepts	1A.3. Utilize the SRA Video Science Series with fidelity at fifth grade and, as available at other grades, as well as Harcourt Fusion Science Series at all grades.

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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: N/A	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
			1B.2.	1B.2.	1B.2.	1B.2.	1B.2.
			1B.3.	1B.3.	1B.3.	1B.3.	1B.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
2A. FCAT 2.0: Students scoring at or above Achievement Levels 4 and 5 in science.			2A.1.	2A.1.	2A.1.	2A.1.	2A.1.
Science Goal #2A: Maintain the percentage of students scoring Level 4 or Level 5 in Science on the FCAT.	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Limited resources for some families	2A.1. Continue the Science Fair in fifth grade and include participation of all other grade levels in various formats. Plan and implement a Family Night to share Science Fair projects with parents and community. Students lead activities on Science Night.	2A.1. Science Achievement Team 5 th Grade Teachers 5 th Grade Students	2A.1. Examination of percent of students participating Documentation of parent attendance at Family Night	2A.1. Review documentation Use of community professionals from Science related fields to judge fair
	19% (22/115)	19% (23/120)	2A.2. Limited funds for field trips	2A.2. Utilize outside community resources to foster interest in the area of Science, i.e. guest speakers, field trips.	2A.2. Science Achievement Team Classroom Teachers	2A.2. Listing of outside resources utilized	2A.2. Examination of FCAT and DE Scores
			2A.3. Time restraints	2A.3. Departmentalize in the 4 th and 5 th grades with dedicated time block for Science instruction	2A.3. Classroom Teachers Administration	2A.3. Feedback during grade team meetings FCAT Science Scores	2A.3. Examination of FCAT and DE Data
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: N/A	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>				
			2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.

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 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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:	<u>2012 Current Level of Performance:*</u>	<u>2013Expected Level of Performance:*</u>					

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N/A						
			2.2.	2.2.	2.2.	2.2.
			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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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. 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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					

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N/A							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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
Harcourt Fusion Science Training	All Grades	Harcourt Rep	All grade levels	Fall 2012	Science Achievement Team Meetings	Kim Greer/Administration

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
Field Trip to Biophilia for 4 th Grade	Bus transportation	PTO	\$1160
			Subtotal: \$1160
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$1160

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
IA. FCAT: Students scoring at Achievement Level 3.0 and higher in writing.			IA.1.	IA.1.	IA.1.	IA.1.	IA.1.
Writing Goal #1A:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*	Time Constraints in the classroom (conferencing) Limited life experiences for some students	Monthly school-wide writing prompts will provide opportunities for students to write to include conferencing with feedback to students. In addition, cross grade level sharing of student products will be accomplished at Writing Achievement Team meetings.	Classroom Teachers Administration Writing Achievement Team	Lesson Plans Copy of Prompts	Review of student products.
The number of students scoring Level 3 or above on FCAT Writing will improve by 3 %.	83% (100/121)	86% (79 /92)					
			IA.2.	IA.2.	IA.2.	IA.2.	IA.2.
			High expectations may be difficult for some parents to understand	Adjust grade level writing rubrics to include more conventions and grammar	Grade Chairs Writing Achievement Team	Lesson Plans	Review of grade level rubrics and student

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			requirements. Share rubrics with parents.	Administration		products
		1A.3. Time restraints in the classroom	1A.3. Continue the SMILE Writing “Rapid Results” in all fourth grade classrooms while implementing SMILE in all third grade classrooms. All third and fourth grade teachers will have access to the 4 th grade Writing Anchor sets which will provide exemplars and rubrics.	1A.3. Classroom Teachers Administration	1A.3. Lesson Plans Classroom Observations	1A.3. Review of student products
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: N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>				
			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
Development of Scope and Sequence for SMILE Instruction	3 rd Grade	Kim Smith	All Third Grade Teachers	August 2012	Lesson Plans/Review Scope and Sequence	Administration
Grade level planning to focus on revised scope and sequence and rubric upgrades	All Grade Levels	Grade Chairs	Teachers at all grade levels	September 2012	Review of Scope and Sequence and grade specific Rubric	Administration
Explore changes in writing instruction as it relates to Common Core	All Grade Levels	Serenity Anderson/ Jen Allen	Teachers at all grade levels	August 2012	Lesson Plan Review	Administration

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
Handwriting w/o Tears (K/1 st Grade)	Student Workbooks	PTO	\$2300
			Subtotal:\$2300
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$2300

* 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: N/A.	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					
			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.
Civics Goal #2:	<u>2012 Current Level of Performance:*</u>	<u>2013 Expected Level of Performance:*</u>					

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N/A.							
			2.2.	2.2.	2.2.	2.2.	2.2.
			2.3.	2.3.	2.3.	2.3.	2.3.

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
N/A						

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
N/A			
			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:			

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:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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. Students scoring at or above Achievement Levels 4 and 5 in U.S. History.			2.1.	2.1.	2.1.	2.1.	2.1.
U.S. History Goal #2:	2012 Current Level of Performance:*	2013 Expected Level of Performance:*					
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.

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
N/A						

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
N/A			
			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:			

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	1.1.	1.1.	1.1.	1.1.
Attendance Goal #1: Hiland Park will maintain or improve the daily student attendance rates.	<u>2012 Current Attendance Rate:*</u>	<u>2013 Expected Attendance Rate:*</u>	Lack of parent participation with some at-risk students.	Hold attendance Child Study Team meetings with parents when students have excessive absences or tardies.	Teachers Guidance Administration	Review monthly printouts of absences and tardies	Attendance data
	95.6%	96%					
	<u>2012 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Absences (10 or more)</u>					
	31% 238/777	28% 207/738					
	<u>2012 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2013 Expected Number of Students with Excessive Tardies (10 or more)</u>					
21%	18%						

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	163/777	133/738					
			1.2. Limited technology in some homes	1.2. Increase parent participation through use of the Parent Portal. Encourage sign-up at Open House.	1.2. Teachers Administration Office personnel	1.2. Review statistics regarding Parent Portal usage	1.2. Parent Portal Data
			1.3.	1.3. School-wide newsletters will stress the importance of attendance and arriving to school on time.	1.3. Administration	1.3. Attendance Data Review Copy of Newsletters	1.3. Review Data

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
Use of Focus	K-5	Raby/Miller/Brannon	K-5 Teachers	August 2012	Grade Group Meetings/ Data Reviews	Administration

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
None			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount

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Subtotal:			
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Other			
Strategy	Description of Resources	Funding Source	Amount
Subtotal:			
Total:\$0000			

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: Reduce the number of students receiving Out-of-School Suspensions by 20%.	<u>2012 Total Number of In-School Suspensions</u>	<u>2013 Expected Number of In-School Suspensions</u>	New students transferring into our school are not familiar with our behavioral program. PBS program requires full staff buy-in	Hiland Park will continue to implement our PBS program into our 5 th year. Monitor data monthly via the RtI:B data base. In order to increase	Administration PBS Team	Review of Behavioral Data	Examination of Behavioral Data
	74	67					
	<u>2012 Total Number of Students Suspended In-School</u>	<u>2013 Expected Number of Students Suspended In-School</u>					
	44	40					
	<u>2012 Total Number of Out-of-</u>	<u>2013 Expected Number of</u>					

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Reduce the number of students receiving In-School Detention by 10%.	<u>School Suspensions</u>	<u>Out-of-School Suspensions</u>					
	37	30					
	<u>2012 Total Number of Students Suspended Out- of- School</u>	<u>2013 Expected Number of Students Suspended Out- of-School</u>					communication, the PBS team will now be considered an Achievement Team.
	27	22					
			1.2. Limited manpower Time Restraints	1.2. Continue to Refine the Check-In and Check-Out system for at-risk students	1.2. Guidance Classroom Teachers	1.2. Examination of RtI-B data PBS Team Meetings	1.2. Review of behavioral data
		1.3. Lack of available manpower	1.3. Continue to use our After-School Detention Program and In-School Detention Programs as an alternative to Out-of-School Suspensions.	1.3. Administration	1.3. Logs Data Review	1.3. Data Review	

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 Behavioral Support Planning Meetings	K-5	Jill Knight	PBS Representatives from each grade level	Monthly meetings	Monthly PBS meetings to look at behavioral data, plan events, and monitor program	Administration

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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
Implement 5 th year of PBS Program	Special Events/Tokens/Reinforcers	PTO fundraisers	\$4000
			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: \$4000

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.

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Dropout Prevention Goal #1:	2012 Current Dropout Rate:*	2013 Expected Dropout Rate:*					
	2012 Current Graduation Rate:*	2013 Expected Graduation Rate:*					
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.						
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

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
N/A			
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:

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

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: Hiland Park will increase parent participation in the Parent Portal program by 10%.	<u>2012 Current Level of Parent Involvement:*</u>	<u>2013 Expected Level of Parent Involvement:*</u>	Lack of technology in some homes	Sign parent up for Parent Portal at Orientation and Open House.	Classroom Teachers Administration	Parent Portal Reporting System	Examination of data
	Data not available at this time	Data not available at this time					
			1.2.	1.2.	1.2.	1.2.	1.2.
		Lack of technology in some homes	Place information regarding the Parent Portal in the Student Handbook and on the website	Administration	Parent Portal Reporting System	Examination of data	

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		1.3.	1.3. Use of take-home planners for grades 3-5	1.3. Administration	1.3. Climate Survey Comments	1.3. Review of results
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Parent Involvement 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
Focus Training	All Grades	Raby/Miller /Allen	All Teachers	August 2012	Examine Usage Data	Chris Lance

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
Send home planners/agendas with students in grades 3-5 Homework folders-grade Two	Take home planners/agendas/Homework folders	PTO funds	\$3500
			Subtotal:\$3500
Technology			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total: \$3500

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

STEM Goal(s)	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Based on the analysis of school data, identify and define areas in need of improvement:</p>					
<p>STEM Goal #1: Hiland Park will continue to instill in all students and their parents the importance of being informed and knowledgeable in the areas of Math and Science in order for all students to eventually compete in the future job market.</p>	<p>1.1. Limited classroom computers Time restraints for use of computer labs for lower grades</p>	<p>1.1. Expose all students to up-to-date technology in the classroom and computer labs.</p>	<p>1.1. Classroom Teachers Administration</p>	<p>1.1. Student Surveys</p>	<p>1.1. Review Survey results</p>

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	1.2. Reluctance of some parents to attend events in the evening	1.2. Hold student led Math and Science Parent Nights	1.2. Math and Science Achievement Teams	1.2. Parent/Student Surveys	1.2. Review survey results
	1.3. Time Restraints/Scheduling issues	1.3. Encourage participation of all teachers in use of the Science Lab	1.3. Science Achievement Team	1.3. Schedule for Science Lab Review of Lesson Plans	1.3. Examination of schedule and lesson plans

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 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
Monthly Math and Science Achievement Team Meetings	All grade levels	Connie Longstreet/ Kim Greer	Grade Level Representatives	Monthly throughout the year	Meeting Notes/Documentation	Administration

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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:\$0000

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

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CTE Goal #1: N/A	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
n/a						

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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
n/a			
			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: \$0000

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Safety 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.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1: Hiland Park will reduce the percentage of students who report they are bullied at school.	<u>2012 Current Level :*</u>	<u>2013 Expected Level :*</u>	Violence is considered acceptable in some homes	Review the Bully-Proofing Your School program at all grade levels	Guidance PE and Special Area Teachers Classroom teachers Administration	Student Climate Surveys	Examine Data
	23% (12/52)	15%					
			1.2.	1.2. Take proper steps to implement consequences for those students who are bullying others	1.2. Administration	1.2. Student Climate Surveys	1.2. Examine data
			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
Bullying Update	All	Guidance	All Teachers	August 2012	Behavioral data/Climate Surveys	Guidance Staff/Administration

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Safety Goal Budget

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
None			
			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: \$0000

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Final Budget (Insert rows as needed)

Please provide the total budget from each section.	
Reading Budget	Total:\$6355
CELLA Budget	Total: \$0000
Mathematics Budget	Total:\$100
Science Budget	Total: \$1160
Writing Budget	Total: \$2320
Civics Budget	Total: \$0000
U.S. History Budget	Total: \$0000
Attendance Budget	Total: \$0000
Suspension Budget	Total: \$4000
Dropout Prevention Budget	Total: \$0000
Parent Involvement Budget	Total: \$3500
STEM Budget	Total: \$0000
CTE Budget	Total: \$0000
Safety Goal	Total: \$0000

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.

Provide input in the development of the School Improvement Plan.
 Monitor identified strategies throughout the year.
 Provide support to the school staff in the implementation of the School Improvement Plan.
 Examine student growth data mid-year and suggest necessary changes to the School Improvement Plan.

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Describe the projected use of SAC funds.	Amount
Limited funds available will be spent to support the School Improvement Strategies identified	\$0000