

Hawks Rise Elementary School



2015-16 School Improvement Plan

Hawks Rise Elementary School

205 MEADOW RIDGE DR, Tallahassee, FL 32312

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
16%

Alternative/ESE Center
No

Charter School
No

Minority
36%

School Grades History

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

School Board Approval

This plan is pending approval by the Leon County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Our mission at Hawks Rise Elementary School is to help each student develop into a lifelong learner who is inspired with productive creativity, equipped with the skills of a critical thinker, problem solver and decision maker, and prepared to be a responsible citizen. This will be accomplished through the cooperative efforts of the entire community (students, parents, school and partners) as we work together to provide a nurturing, safe, secure learning environment where respect for others is celebrated, and our students achieve success through their diverse and individual talents.

Provide the school's vision statement

Our vision at Hawks Rise is to guide students to realize their full potential.

School Environment

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

Hawks Rise Elementary School's faculty and staff know that our students need to belong, to be valued, and to be appreciated on a daily basis. Students' cultures have value in the classroom, and these cultural identities must be validated through the teachers' lessons and teaching practices. Our school holds annual events promoting and centered on specific cultures of students within the school community. Our philosophy demands high expectations for all students. Teachers learn as much as possible about their students so that they can structure activities, build curricular materials, and tap into resources that will help all students be academically successful.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2210), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

The process by which our school learns about students' cultures and builds relationships between teachers and students involve the following:

- Teachers and staff get to know their students as individuals
- Teachers and staff create an environment of respect and rapport
- Teachers and staff connect with families and communities
- Teachers and staff build connections and relationships - It is important that all students see that teachers value them as people, and that teachers are willing and eager to become an important part of their lives.
- Teachers and staff increase their cultural knowledge - teachers learn as much as they can about the language and culture of their students.
- Teachers create an environment of high expectations
- Teachers plan group/cooperative learning activities that encourage student discussions
- Teachers work with school staff to establish a supportive school environment
- Ensure that relationship-building is a clear priority;
- Identify and engage school community stakeholders (i.e. parents, students, administrators, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and

student-teacher relationships (data-based decision making). Identify on-campus “relationship experts” to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps;

- Select a method/variety of methods that faculty members will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students;
- Provide and demonstrate to faculty members simple strategies for gaining information about students’ cultures;
- Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations;
- Provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings;
- Encourage the sharing of short, effective strategies for actualizing Leon LEADS’ element 9: Understanding Students’ Interests and Backgrounds;
- Attend District provided Professional Development on multicultural offerings;
- Schedule and plan school wide multicultural projects;
- Embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts);
- Provide professional development to staff on increasing positive interactions with students;
- * Provide curriculum using Spanish for everyday language use for fourth grade students

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

Creating and maintaining respectful and safe school environments is a priority for Hawks Rise Elementary School. Safe, secure and stimulating learning environments are a platform to achieving the vision of our school. Our school creates an environment where students feel safe and respected before, during, and after school by providing the following:

1. School learning environment is assessed to discover and address issues that undermine learning and healthy development
2. Celebrate student and teacher birthdays
3. Clear and consistent expectations for behavior – Positive Behavior Support program that is designed and implemented for our school-wide discipline plan. This promotes a sense of order and a positive school climate.
4. Promote student engagement – students conduct morning announcements for the school
5. Class meetings are held where students share their thoughts daily or weekly
6. Staff or community members are assigned as mentors or advisors to individual students or groups
7. Teachers model positive and supportive interactions
8. The physical plant of the school is well maintained and the surrounding grounds are well-kept – this conveys a respect for the school community and the educational mission
9. Discipline problems are addressed according to an established and communicated code of conduct
10. School rules are posted throughout the school
11. Rewards – given to promote positive behavior
12. Variety of instructional methods are utilized to build skills and encourage critical thinking
13. Teaching practices reflect high expectations for student achievement
14. Varied teaching strategies are used to support inquiry, higher order thinking and problem solving
15. After school program - provides a sense of community
16. Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution

focused small group counseling) supports

17. Develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources

18. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/civil rights policies

19. Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Our school-wide behavior system approach at Hawks Rise Elementary School is the "HAWKS." It is a school-wide system of supports that include proactive strategies for defining, teaching, and supporting appropriate student behaviors in our building to create a positive school environment. Throughout this system, a continuum of positive behavior support for all elementary students within our school is implemented in areas including the classroom and non-classroom settings (hallways, cafeteria, bus, restrooms, and playground).

The school focus is to shift the emphasis from being reactive in addressing behaviors and social skills to being proactive in prevention, by employing a "Positive Behavior Support" system. We, as a building and community, emphasize the teaching of appropriate behaviors through modeling, teaching, activities, and positive rewards. Our building's HAWKS rules for all students to recognize in school are as follows: "H" for "Have Respect", "A" for "Act Responsibly", "W" for "Work Hard", "K" for "Keep a Positive Attitude", and "S" for "Stay Safe"

Our protocols for disciplinary incidents include an electronic disciplinary referral form that tracks students' behavior. In addition there are student handbooks and faculty handbooks that contain information on established protocols for disciplinary issues. Teachers are trained on the use of the discipline referral process. We also have a positive behavior team that meets monthly. The teachers teach social behavior like academic skills using the I-Care program. This is taught the first two weeks of school and it must be indicated in lesson plans. Our discipline data is analyzed yearly to distinguish increases or decrease in specific behaviors. Each individual classroom has incentives and rewards for appropriate behavior

Additional activities implemented are as follows:

- Ensure teachers are trained in Classroom management strategies (PBS, etc.)
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to behavioral expectations when providing students with positive feedback - example ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The school utilizes its guidance counselors and Multi-Tiered System of Support (MTSS) team to ensure that all students' social-emotional needs are being met, and work with teachers to implement

strategies to provide an appropriate learning environment. The school also recruits several mentors who serve throughout the year to provide students with extra assistance with the academics and social interactions. Lastly, an ambassador program was established to partner new students with peers to become familiar and comfortable with the school environment.

Early Warning Systems

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

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

Hawks Rise Elementary School knows the benefits of intervening with students at the first sign of disengagement. We use an early warning system (EWS) that identifies at-risk students through the analysis of available and predictive student academic and engagement data. This data is used methodically to identify at-risk students as early as possible (beginning in kindergarten). Our school's leadership team monitors the prevention and intervention services by the following early warning indicators:

- Attendance
- State standardized assessment data (level 1 and 2)
- Aimsweb data (below the 30th percentile)
- Disciplinary referrals
- Progress reports (every nine weeks)
- Standardized Assessment for Reading (STAR)
- Successmaker data
- Students retained
- Students who are not proficient in reading by third grade

Reviewing the EWS data monthly assists us in determining the effectiveness of our intervention programming overall, for groups of students, and for individual students

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	0	0	1	0	0	4
One or more suspensions	0	0	1	2	3	1	7
Course failure in ELA or Math	11	2	2	2	3	4	24
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level		Total
	K	4	
Students exhibiting two or more indicators	2	1	3

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

The MTSS Leadership Team meets each Monday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the

needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both. Teachers implement intervention strategies in their classroom, and report back to the team to track success of student progress with the interventions.

Additional strategies implemented are as follows:

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Reading Mastery, SM8, Accelerated Reading program, AIMSWeb, etc.
- Planned Discussions, Goal Setting for identified students;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system. For example: targeted solution focused counseling (individual and/or group), parent collaboration/ education.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

During the 2014-2015 school year, Hawks Rise parents had 3063.66 documented hours of volunteering. However, due to technological reasons, such as a new website for logging in hours, the PTO Volunteer Coordinator reported that numerous hours remained undocumented. Our target is to reach 9,000 documented volunteer hours.

Additional activities implemented to build positive relationships with families are as follows:

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.
- Communicate classroom and school news to parents.
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings.
- Create the formats for inviting parent participation in the cultural education process.
- Positive notes, letters, phone calls home.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school utilizes its Parent Teacher Organization (PTO) in building relationships with local agencies and businesses. These "business partners" are used to support school functions, community activities, and supplement academic resources. "Share Nights" are held several times a year with local business

partners within the school community to provide additional funding for school needs. In addition, "Late Night Library" is held quarterly to promote reading and cultural awareness.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Friend, Evy	Principal
Zackery, Pat	Assistant Principal
Cloud, Clayton	Teacher, K-12
Franklin, Amy	Teacher, K-12
Sinclair, Randi	Teacher, K-12
Dickson, Amber	Teacher, K-12
Andrews, Marilyn	Instructional Coach
Mitchell, Cheryl	Teacher, K-12

Duties

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

Evy Friend, Principal and/or Pat Zackery, Assistant Principal: Provides direction and oversight in the use of data-based decision-making, ensures that the school-based team is implementing the curriculum and that the mission of the school is supported and endorsed.

SIP committee chairs are responsible for guiding each committee in the collection, analysis, and communication of data related to their committee area.

Clayton Cloud – SIP

Amber Dickson – SIP

Marilyn Andrews– Reading Coach

Amy Franklin – Science

Randi Sinclair – Math

Cheryl Mitchell - Technology

Grade and department chairs are responsible for the dissemination of information from school administration, problem-solving school issues, and presenting grade level or department specific concerns.

Clayton Cloud- 5th grade chair

Whitney Bledsoe- 4th grade chair

Andrea Reinfeld- 3rd grade chair

Amber Dickson- 2nd grade chair

Susan Tarquinio- 1st grade chair

Maryanne Smiley/ Jodi Klawinski- Kindergarten grade chairs

Joanna Tamplin- Special Area chair

Hilary Urbanek- ESE chair

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Personnel are interviewed by grade level team members as units are allocated by the District. Grade level teams submit instructional material orders (core and supplemental) which are reviewed and approved to ensure that all student needs are being met.

The MTSS Leadership Team meets each Monday with the purpose of developing and implementing a problem-solving process that is a multi-tiered approach to help struggling learners and address the needs of advanced students. Students' progress is closely monitored at each stage of intervention to determine the need for further research-based instruction in general education, in exceptional education or both.

We will use Title II funds for teachers' professional development in order to meet our goals for the 2015-2016 school year. The district will provide TEC funds which will be used to attend training opportunities to enhance professional growth and to establish professional learning communities within Hawks Rise. Discretionary funds will be used to provide tutoring for students who are not proficient in reading, math or writing in preparation for FSA.

Evy Friend, Principal and/or Pat Zackery, Assistant Principal: Provides direction and oversight in the use of data-based decision-making, ensures that the school-based team is implementing Rtl, ensures there is follow-up in the implementation of interventions, intervention support and documentation, ensures adequate professional development to support Rtl implementation and communicates with parents regarding school-based Rtl plans and activities.

General Education Teachers (Primary and Intermediate): Provide information regarding core instruction, participate in student data collection, deliver Tier 1 instruction and interventions, collaborate with other staff to implement Tier 2 interventions and integrate Tier 1 materials and instruction with Tier 2/3 activities.

Lisa German, Guidance Counselor: Coordinates the meetings with the team members and ensures appropriate data are available, assists in development and interpretation of data charts and graphs, assists in the development of intervention plans and follow-up plan implementation and provides direct services to students based on the intervention plan.

Pam McComb, District ESE Program Specialist: Provides expertise regarding strategies and interventions to address academic and behavioral concerns, assists in the data collection and interpretation of data.

Linda Evans, Social Worker: Links child-serving and community agencies to the school and families to support the child's academic, social, emotional and behavioral well-being.

Lisa Hunt and Heather Hurtado, Speech Pathologists: Educate the team in the role language plays in curriculum, instruction and assessment as a basis for appropriate program design and implementation, assist in the selection of screening measures and interpretation of evaluation data, facilitate the identification of systemic patterns of student deficits with respect to language skills.

Vanessa Hayward, Behavioral Services: Provides expertise in the area of functional behavioral assessment and data interpretation, assists in making recommendations of strategies to address student needs.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, provide expertise regarding strategies and interventions to address academic and behavioral concerns, integrate core instructional activities/materials into Tier 3 instruction and collaborate with general education teachers through activities such as consultation and co-teaching.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
	Parent
Evy Friend	Principal
Clayton Cloud	Teacher
Randi Sinclair	Teacher
Amy Franklin	Teacher
Rosa Lovett	Education Support Employee
Chris Chaback	Business/Community
Dean Johnson	Parent
Debbie Tipton	Parent
Gretchen Sunderman	Parent
Keith McDonald	Parent
Molly Brady	Parent
Kristin Blay	Parent
Sandy Lewis	Business/Community
Tom Paterson	Parent
Marilyn Andrews	Teacher
Charlie Dailey	Parent
Jennifer Portero	Parent
Amber Dickson	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

1. Evaluation of last year's school improvement plan
2. Development of the current school improvement plan
3. Preparation of the school's annual budget and plan supporting the SIP

Development of this school improvement plan

The current school status was presented and reviewed by SAC. Data for the various areas under section II, Expected Improvements were presented to SAC along with proposed targets developed by the School Improvement Plan committees. Discussion occurred regarding the data and targets and input was received. The remaining section information was presented and reviewed by SAC. Following agreed upon revisions, a vote was taken to approve the School Improvement Plan.

Preparation of the school's annual budget and plan

School Improvement funds will be used for professional development for teachers to receive stipends for training after hours, to fund substitutes for teachers to participate in workshops, and provide for attendance at conferences. These funds are in accordance with professional development opportunities as identified from the SIP data.

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

There are new SIP funds distributed by the State for the 2015-2016 school year. Florida Statute 24.121(5)(c) places the following requirements on School Improvement fund expenditures:

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan;

Monies may be expended only on programs or projects selected by the School Advisory Council. Neither School District staff nor principals may override the recommendations of the School Advisory Council.

The monies may not be used for capital improvements or for any project or program with a duration of more than one year; however, a School Advisory Council may independently determine that a program or project formerly funded under this paragraph should receive funds in a subsequent year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

School leadership is actively recruiting stakeholders that will meet the school's demographics. SAC meetings are open to the public and are announced via the newsletter and marque. An update of SAC activities are presented at each PTO meeting to encourage interest and involvement in SAC.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Andrews, Marilyn	Instructional Coach
Friend, Evy	Principal
Zackery, Pat	Assistant Principal
Cloud, Clayton	Teacher, K-12
Tamplin, Joanna	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The purpose of the Literacy Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. LLT is the driving force in making our school a literacy based environment and the team meets once per month to review reading progress monitoring data. It is a collaborative system that encourages a literate to support teaching and learning.

The Literacy Leadership Team promotes literacy within the school by performing the following activities:

1. Engages in regular, ongoing, literacy professional development
2. Participates in Professional Learning Communities and Study Groups
3. Uses data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
4. Implements the Comprehensive Core Reading Programs or Comprehensive Intensive Reading Programs and scientifically based reading instruction and strategies with fidelity
5. Participates in ongoing literacy dialogues with peers
6. Creates and shares activities designed to promote literacy
7. Supports and participates in classroom demonstrations and modeling of research-based

reading strategies

8. Mentors other teachers and present staff development

9. Reflects on practice to improve instruction

10. Reading Workshop – Families Building Better Readers –involves parents and the community in promoting literacy beyond the schoolhouse.

11. Accelerated Reader rallies are held to support students in making their reading goals.

12. Late library night is used to support reading.

13. Collects information and data from grade level teams and progress monitoring data from Masters Club on the effectiveness of interventions for students.

14. 2015-2016 school challenge of 75,000 AR points

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school employs several teacher-led committees, which strongly contribute to working relationships. Weekly grade level meetings are held to discuss events, planning, and instruction. Faculty meetings allow teachers to discuss school-wide needs, which encourage horizontal and vertical articulation among all levels and faculty. Additionally, teachers participate in SIP committees to collaboratively plan professional development based on disaggregated data and to ensure instruction is modified as needed based on decisions made through collaboration.

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

- Utilize the District's Human Resource Department to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Partner new teachers with veteran teachers - Principal
- New teacher meetings - Assistant Principal
- Common grade level planning to promote collaboration - Principal/Grade Chairs

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

All first year teachers are participating in the Beginning Teacher Program (BTP). The BTP is Leon County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

The BTP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. The BTP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are

consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Specifically, Nancy Upthegrove will mentor Sarah Linfors, a new music teacher. Mrs. Upthegrove is an Art education certified teacher. She will meet with Mrs. Linfors to review and provide feedback on lesson plans and instructional strategies. Mrs. Upthegrove will also conduct peer observations in Mrs. Linfors classroom to provide appropriate feedback.

Specifically, Hilary Urbanek will mentor Erin McQueen and Carol Garris, exceptional education teachers. Ms. Urbanek is an exceptional education certified teacher. She will meet with Mrs. McQueen and Garris to review and provide feedback on lesson plans and instructional strategies. Mrs. Urbanek will also conduct peer observations in Mrs. McQueen's and Garris's classroom to provide appropriate feedback.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Our school ensures its core instructional programs and materials are aligned to Florida's standards by implementing the following:

1. Fully implement a Multi-tiered System of Support (MTSS) that provides interventions and support for academic and behavioral success for all students so that they can master the standards
2. Utilize the Successmaker Program to reinforce the Florida's standards.
3. Implement the intervention programs of Reading Mastery, Decoding, Corrective Reading, and Early Interventions in Reading
4. Use the problem-solving process to identify instructional targets to develop specific instructional strategies to meet individual student needs
5. Align classroom instruction with the Florida State Standards
6. Disaggregate the data to determine students' strengths, weaknesses, and the effectiveness of instructional strategies – STAR, EIR (Early Intervention in Reading), RMK (Reading Mastery for Kindergarten)
7. The reading program of Wonders by McGraw-Hill will be implemented to ensure the Florida Standards are taught
8. Utilize research based programs to support Wonders programs for subgroups (Successmaker, Waterford, Early Interventions in Reading, Reading Mastery, Junior Great Books).
9. Monitor students' progress toward achieving the goals through ongoing data analysis – Aimsweb, Successmaker, STAR – Reading, Accelerated Reading
10. Use student achievement data to do a needs assessment – STAR (Standardized Test for Assessment in Reading), FCAT (science), Successmaker (reading and math), EIR (Early Interventions in Reading), RMK (Reading Mastery for Kindergarten)
11. Align classroom curriculum with the Florida State Standards
12. The mathematics program - Go Math is implemented with fidelity.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school uses data to provide and differentiate instruction to meet the diverse needs of students by utilizing the following strategies:

1. Provide student and staff training for the use of technology hardware, software, and applications
2. Monitor student progress at all levels using formative (formal and informal) and summative assessments
3. Monitor individual school data, professional learning and its alignment with student achievement data and trends
4. Continually study data (including attendance, behavior and academic) to examine our performance and student subgroups to determine the extent of program implementation and effectiveness for program continuation
5. Teachers will use student achievement data to identify their own professional learning needs
6. Teachers will use multiple measures of student performance
7. Teachers will use formative assessment results to provide descriptive feedback, to monitor student learning of the standards, to ensure that the standards taught have been mastered, and to modify and differentiate instruction
8. Adequate resources will be provided to support instructional practices in all classrooms
9. Holding monthly meetings to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
10. Teachers will provide differentiated instruction and tiered assignments
11. Teachers will provide pre-teaching and re-teaching opportunities for striving learners
12. Analyze data, classroom, individual, and school data looking for information to inform teachers' teaching practices for students
13. Engage parents and the community (stakeholders) in the improvement process
14. Monitor students' progress towards achieving the goals through ongoing analysis – Aimsweb, Successmaker, STAR – Reading, Accelerated Reading
15. Implement the integration of technological (smartboards, document cameras, etc.) and electronic tools in teaching, learning, and interpreting data
16. Utilize differentiated instruction during small group instruction and centers (Providing iii instruction based on student needs)
17. Teachers will monitor the Accelerated Reader data to ensure increase in independent reading
18. Creating a schedule with an uninterrupted 90-120 minute reading block
19. Progress monitoring data will be reviewed regularly
20. Creating a schedule with an uninterrupted 30-45 minute writing block
21. Use of technology with STAR, AR, Successmaker, FSA online resources, and AIMSWEB to drive instruction and enhance decision-making
22. Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
23. Providing instruction aligned with the Language Arts Florida Standards for their grade level
24. Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
25. Monitoring progress at the class and grade level during Learning Team Meetings
26. Creating units of study based on current data
27. Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
28. Students receiving push-in/pull out services for ESE/ELL
29. Providing LLI (Leveled Literacy Intervention) instruction
30. Providing Process and Strategy charts for reminders of teaching
31. Teachers implement accommodations as specified on students' plans, i.e. IEP, 504, LEP, and EP.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 3,000

1. Students are identified in grades 3-5 to participate in afternoon tutoring in reading, writing and/or math for one hour per week. The tutoring begins in the fall with the students who require the most assistance and for students who are struggling in writing. Additional students are added beginning after the winter break.
2. Mini-Mu competition preparation is held for students in grades 4 and 5 to practice higher level math problems in preparation for competing in the various Mini-Mu competitions during the school year.

Strategy Rationale

Provide students with a smaller class size to remediate deficient skills in reading, math, and writing.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Friend, Evy, friende@leonschools.net

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

Progress monitoring data is used to track student progress. SuccessMaker, AIMSweb, Data Director and STAR data points are reviewed. Baseline data is compared to data collected following instruction.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs horizontally and vertically among grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Additionally, we begin registration for incoming kindergarten students on March 1 each year. A kindergarten orientation is held in May for the incoming parents and kindergarten students. The orientation consists of a presentation about kindergarten expectations, PTO opportunities and a tour of the kindergarten classrooms. During the summer, kindergarten students participate in a brief screening process to assess letter, sound and number sense. Some of our incoming kindergarten students may also choose to participate in our schools' summer extended day program.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Only required for secondary schools. Not applicable for Hawks Rise Elementary.

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Improve students' critical thinking skills through rigorous activities to show 89% student proficiency on the annual statewide assessment in science
- G2.** Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in math.
- G3.** Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in ELA.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Improve students' critical thinking skills through rigorous activities to show 89% student proficiency on the annual statewide assessment in science 1a

G061051

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	89.0

Resources Available to Support the Goal 2

- Gifted Science classes
- STEM opportunities
- Fusion Science curriculum

Targeted Barriers to Achieving the Goal 3

- Lack of scientific content knowledge

Plan to Monitor Progress Toward G1. 8

Review of annual data and the impact of scientific experiences

Person Responsible

Evvy Friend

Schedule

Annually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data is reviewed and communicated

G2. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in math. 1a

G061052

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Math Gains	75.0
Math Lowest 25% Gains	66.0

Resources Available to Support the Goal 2

- Advanced Math classes
- STEM opportunities
- Individual classroom extension centers
- Individual classroom intervention centers
- Go Math curriculum
- Math Masters program

Targeted Barriers to Achieving the Goal 3

- Lack of effective extension strategies and materials for targeted students
- Lack of effective intervention strategies and materials for targeted students

Plan to Monitor Progress Toward G2. 8

Review of annual data and the impact of Florida standards instructional strategies

Review of annual data and the impact of materials and effectiveness of strategies

Person Responsible

Evy Friend

Schedule

Annually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data is reviewed and communicated

G3. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in ELA. 1a

G061053

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	76.0

Resources Available to Support the Goal 2

- Wonders Reading curriculum
- Individual classroom extension centers
- Individual classroom intervention centers
- Junior Great Books curriculum

Targeted Barriers to Achieving the Goal 3

- Lack of effective extension strategies and materials for targeted students
- Lack of effective intervention strategies and materials for targeted students

Plan to Monitor Progress Toward G3. 8

Review of annual data and the impact of Florida standards instructional strategies'

Review of annual data and the impact of materials and effective extension strategies

Person Responsible

Evy Friend

Schedule

Annually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data is reviewed and communicated

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. Improve students' critical thinking skills through rigorous activities to show 89% student proficiency on the annual statewide assessment in science **1**

 G061051

G1.B1 Lack of scientific content knowledge **2**

 B155755

G1.B1.S1 Provide more opportunities to engage in scientific experiences **4**

 S167315

Strategy Rationale

More experiences will allow more critical thinking

Action Step 1 **5**

Use of scientific experiences to enhance critical thinking

Person Responsible

Amy Franklin

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring meetings Documentation in lesson plans Administrative observations

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

Implementation of scientific experiences to enhance critical thinking

Person Responsible

Amy Franklin

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring meetings Documentation in lesson plans Administrative observations

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

Effective utilization of scientific experiences to enhance critical thinking

Person Responsible

Amy Franklin

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring meetings Documentation provided in lesson plans Administrative observations

G2. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in math. 1

G061052

G2.B1 Lack of effective extension strategies and materials for targeted students 2

B155757

G2.B1.S1 Disaggregate data within subgroups 4

S167316

Strategy Rationale

Able to identify student needs

Action Step 1 5

Disaggregated data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data collected through various sources

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

Disaggregation of data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings

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

Disaggregation of data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings (i.e.: FSA, SM8, assessments)

G2.B1.S2 Match extension materials to meet student needs 4

 S167317

Strategy Rationale

Maintain high performance on math standardized assessment

Action Step 1 5

Use effective extension activities to maintain high performance

Person Responsible

Randi Sinclair

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring meetings Documentation in lesson plans Administrative observations

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Implementation of extension activities

Person Responsible

Randi Sinclair

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans administrative observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Effective utilization of extension materials

Person Responsible

Randi Sinclair

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings Documentation provided in lesson plans administrative observations

G2.B1.S3 Professional development on effective strategies 4

 S167318

Strategy Rationale

Train teachers in effective instructional practices

Action Step 1 5

Training to provide effective instructional practices

Person Responsible

Randi Sinclair

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Utilize lesson plans to include effective instructional strategies

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Implementation of professional development strategies

Person Responsible

Randi Sinclair

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans administrative observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Effective utilization of professional development strategies

Person Responsible

Randi Sinclair


Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings Documentation provided in lesson plans administrative observations

G2.B2 Lack of effective intervention strategies and materials for targeted students 2

 B164011

G2.B2.S1 Disaggregate data within subgroups 4

 S175549

Strategy Rationale

Able to identify student needs

Action Step 1 5

Disaggregated data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data collected through various sources

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Dis aggregation of data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Dis aggregation of data

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings (i.e.: FSA, SM8, assessments)

G2.B2.S2 Match intervention materials to meet student needs 4

 S175550

Strategy Rationale

Increase learning gains in targeted subgroups and students

Action Step 1 5

Use effective intervention strategies to improve low performance

Person Responsible

Randi Sinclair

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation in lesson plans Administrative observations

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Implementation of intervention strategies

Person Responsible

Randi Sinclair

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans Administrative observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Effective utilization of intervention materials and strategies

Person Responsible

Randi Sinclair


Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans Administrative observations

G2.B2.S3 Professional development on effective strategies 4

 S175555

Strategy Rationale

Train teachers in effective instructional practices

Action Step 1 5

Training to provide effective instructional practices

Person Responsible

Randi Sinclair

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Utilize lesson plans to include intervention instructional strategies

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

Implementation of professional development strategies

Person Responsible

Randi Sinclair

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans Administrative observations

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Effective utilization of professional development strategies

Person Responsible

Randi Sinclair

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans Administrative observations

G3. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in ELA. 1

G061053

G3.B1 Lack of effective extension strategies and materials for targeted students 2

B155762

G3.B1.S1 Disaggregate data within subgroups 4

S167324

Strategy Rationale

To target resources so that all students can meet Annual Measurable Objectives

Action Step 1 5

Disaggregated data

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data collection through various sources

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

Disaggregation of data

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings

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

Disaggregation of data

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings (i.e.: FCAT 2.0, SM5, STAR, Go Math assessments)

G3.B1.S2 Match extension materials for student needs 4

 S167325

Strategy Rationale

To differentiate instruction so that all student needs are met

Action Step 1 5

Matching extension materials

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring of student performance

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Implementation of extension materials

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation in lesson plans provided Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Effective utilization of extension materials

Person Responsible

Marilyn Andrews


Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings (i.e.: FSA, SM8, STAR, assessments) Documentation in lesson plans provided Walk-through Observations

G3.B1.S3 Professional development on effective strategies 4

 S167326

Strategy Rationale

To improve staff skills and competencies needed to produce outstanding educational results for students

Action Step 1 5

Professional development on effective extension strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring Documentation in lesson plans provided

Plan to Monitor Fidelity of Implementation of G3.B1.S3 6

Implementation of professional development strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress monitoring meetings Documentation provided in lesson plans Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B1.S3 7

Effective utilization of extension strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016


Evidence of Completion

Progress Monitoring Meetings (i.e.: FSA, SM8, STAR, etc.) Documentation in lesson plans provided Walk-throughs Observations

G3.B2 Lack of effective intervention strategies and materials for targeted students **2**

 B155764

G3.B2.S1 Disaggregate data within subgroups **4**

 S167328

Strategy Rationale

To target resources so that all students can meet Annual Measurable Objectives

Action Step 1 **5**

Disaggregated data

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data collection through various sources

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Disaggregation of data

Person Responsible

Marilyn Andrews

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings SIP Committee meetings

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Disaggregation of data

Person Responsible

Evy Friend


Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings (i.e.: FCAT 2.0, SM5, STAR, Assessments)

G3.B2.S2 Match intervention materials for student needs 4

 S167329

Strategy Rationale

To differentiate instruction so that all student needs are met

Action Step 1 5

Match intervention materials for student needs

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring of student performance

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Implementation of intervention materials

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings Documentation in lesson plans provided Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Effective utilization of intervention materials

Person Responsible

Evy Friend


Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings (i.e.: FSA, SM8, STAR) Documentation in lesson plans provided Walk-throughs Observations

G3.B2.S3 Professional development on effective strategies 4

 S167330

Strategy Rationale

To improve staff skills and competencies needed to produce outstanding educational results for students

Action Step 1 5

Professional development on effective intervention strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings Documentation in lesson plans provided

Plan to Monitor Fidelity of Implementation of G3.B2.S3 6

Implementation of professional development strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings Documentation in lesson plans provided Walk-throughs

Plan to Monitor Effectiveness of Implementation of G3.B2.S3 7

Effective utilization of intervention strategies

Person Responsible

Marilyn Andrews

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress Monitoring Meetings (i.e.: FSA, SM8, STAR,) Documentation in lesson plans provided Walk-throughs Observations

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Use of scientific experiences to enhance critical thinking	Franklin, Amy	8/17/2015	Progress Monitoring meetings Documentation in lesson plans Administrative observations	5/27/2016 weekly
G2.B1.S1.A1	Disaggregated data	Sinclair, Randi	8/17/2015	Data collected through various sources	5/27/2016 quarterly
G2.B1.S2.A1	Use effective extension activities to maintain high performance	Sinclair, Randi	8/17/2015	Progress Monitoring meetings Documentation in lesson plans Administrative observations	5/27/2016 daily
G2.B1.S3.A1	Training to provide effective instructional practices	Sinclair, Randi	8/17/2015	Utilize lesson plans to include effective instructional strategies	5/27/2016 monthly
G3.B1.S1.A1	Disaggregated data	Andrews, Marilyn	8/17/2015	Data collection through various sources	5/27/2016 quarterly
G3.B1.S2.A1	Matching extension materials	Andrews, Marilyn	8/17/2015	Progress monitoring of student performance	5/27/2016 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S3.A1	Professional development on effective extension strategies	Andrews, Marilyn	8/17/2015	Progress monitoring Documentation in lesson plans provided	5/27/2016 quarterly
G3.B2.S1.A1	Disaggregated data	Andrews, Marilyn	8/17/2015	Data collection through various sources	5/27/2016 quarterly
G3.B2.S2.A1	Match intervention materials for student needs	Andrews, Marilyn	8/17/2015	Progress Monitoring of student performance	5/27/2016 quarterly
G3.B2.S3.A1	Professional development on effective intervention strategies	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings Documentation in lesson plans provided	5/27/2016 quarterly
G2.B2.S1.A1	Disaggregated data	Sinclair, Randi	8/17/2015	Data collected through various sources	5/27/2016 quarterly
G2.B2.S2.A1	Use effective intervention strategies to improve low performance	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation in lesson plans Administrative observations	5/27/2016 daily
G2.B2.S3.A1	Training to provide effective instructional practices	Sinclair, Randi	8/17/2015	Utilize lesson plans to include intervention instructional strategies	5/27/2016 monthly
G1.MA1	Review of annual data and the impact of scientific experiences	Friend, Evy	8/17/2015	Data is reviewed and communicated	5/27/2016 annually
G1.B1.S1.MA1	Effective utilization of scientific experiences to enhance critical thinking	Franklin, Amy	8/17/2015	Progress Monitoring meetings Documentation provided in lesson plans Administrative observations	5/27/2016 weekly
G1.B1.S1.MA1	Implementation of scientific experiences to enhance critical thinking	Franklin, Amy	8/17/2015	Progress Monitoring meetings Documentation in lesson plans Administrative observations	5/27/2016 weekly
G2.MA1	Review of annual data and the impact of Florida standards instructional strategies Review of annual data and the impact of materials and effectiveness of strategies	Friend, Evy	8/17/2015	Data is reviewed and communicated	5/27/2016 annually
G2.B1.S1.MA1	Disaggregation of data	Sinclair, Randi	8/17/2015	Progress monitoring meetings (i.e.: FSA, SM8, assessments)	5/27/2016 quarterly
G2.B1.S1.MA1	Disaggregation of data	Sinclair, Randi	8/17/2015	Progress monitoring meetings	5/27/2016 quarterly
G2.B2.S1.MA1	Dis aggregation of data	Sinclair, Randi	8/17/2015	Progress monitoring meetings (i.e.: FSA, SM8, assessments)	5/27/2016 quarterly
G2.B2.S1.MA1	Dis aggregation of data	Sinclair, Randi	8/17/2015	Progress monitoring meetings	5/27/2016 quarterly
G2.B1.S2.MA1	Effective utilization of extension materials	Sinclair, Randi	8/17/2015	Progress Monitoring Meetings Documentation provided in lesson plans administrative observations	5/27/2016 weekly
G2.B1.S2.MA1	Implementation of extension activities	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans administrative observations	5/27/2016 weekly
G2.B2.S2.MA1	Effective utilization of intervention materials and strategies	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans Administrative observations	5/27/2016 weekly
G2.B2.S2.MA1	Implementation of intervention strategies	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans Administrative observations	5/27/2016 weekly
G2.B1.S3.MA1	Effective utilization of professional development strategies	Sinclair, Randi	8/17/2015	Progress Monitoring Meetings Documentation provided in lesson plans administrative observations	5/27/2016 quarterly
G2.B1.S3.MA1	Implementation of professional development strategies	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans administrative observations	5/27/2016 monthly
G2.B2.S3.MA1	Effective utilization of professional development strategies	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans Administrative observations	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.MA1	Implementation of professional development strategies	Sinclair, Randi	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans Administrative observations	5/27/2016 monthly
G3.MA1	Review of annual data and the impact of Florida standards instructional strategies' Review of annual data and the impact of materials and effective extension strategies	Friend, Evy	8/17/2015	Data is reviewed and communicated	5/27/2016 annually
G3.B1.S1.MA1	Disaggregation of data	Andrews, Marilyn	8/17/2015	Progress monitoring meetings (i.e.: FCAT 2.0, SM5, STAR, Go Math assessments)	5/27/2016 quarterly
G3.B1.S1.MA1	Disaggregation of data	Andrews, Marilyn	8/17/2015	Progress monitoring meetings	5/27/2016 quarterly
G3.B2.S1.MA1	Disaggregation of data	Friend, Evy	8/17/2015	Progress Monitoring Meetings (i.e.: FCAT 2.0, SM5, STAR, Assessments)	5/27/2016 quarterly
G3.B2.S1.MA1	Disaggregation of data	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings SIP Committee meetings	5/27/2016 monthly
G3.B1.S2.MA1	Effective utilization of extension materials	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings (i.e.: FSA, SM8, STAR, assessments) Documentation in lesson plans provided Walk-through Observations	5/27/2016 quarterly
G3.B1.S2.MA1	Implementation of extension materials	Andrews, Marilyn	8/17/2015	Progress monitoring meetings Documentation in lesson plans provided Walk-throughs	5/27/2016 quarterly
G3.B2.S2.MA1	Effective utilization of intervention materials	Friend, Evy	8/17/2015	Progress Monitoring Meetings (i.e.: FSA, SM8, STAR) Documentation in lesson plans provided Walk-throughs Observations	5/27/2016 quarterly
G3.B2.S2.MA1	Implementation of intervention materials	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings Documentation in lesson plans provided Walk-throughs	5/27/2016 quarterly
G3.B1.S3.MA1	Effective utilization of extension strategies	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings (i.e.: FSA, SM8, STAR, etc.) Documentation in lesson plans provided Walk-throughs Observations	5/27/2016 quarterly
G3.B1.S3.MA1	Implementation of professional development strategies	Andrews, Marilyn	8/17/2015	Progress monitoring meetings Documentation provided in lesson plans Walk-throughs	5/27/2016 quarterly
G3.B2.S3.MA1	Effective utilization of intervention strategies	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings (i.e.: FSA, SM8, STAR,) Documentation in lesson plans provided Walk-throughs Observations	5/27/2016 quarterly
G3.B2.S3.MA1	Implementation of professional development strategies	Andrews, Marilyn	8/17/2015	Progress Monitoring Meetings Documentation in lesson plans provided Walk-throughs	5/27/2016 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Improve students' critical thinking skills through rigorous activities to show 89% student proficiency on the annual statewide assessment in science

G1.B1 Lack of scientific content knowledge

G1.B1.S1 Provide more opportunities to engage in scientific experiences

PD Opportunity 1

Use of scientific experiences to enhance critical thinking

Facilitator

District Science Curriculum Developer

Participants

Teachers

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G2. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in math.

G2.B1 Lack of effective extension strategies and materials for targeted students

G2.B1.S2 Match extension materials to meet student needs

PD Opportunity 1

Use effective extension activities to maintain high performance

Facilitator

Teachers

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 5/27/2016

G2.B1.S3 Professional development on effective strategies

PD Opportunity 1

Training to provide effective instructional practices

Facilitator

Math SIP Committee

Participants

Teachers Administration

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G2.B2 Lack of effective intervention strategies and materials for targeted students

G2.B2.S2 Match intervention materials to meet student needs

PD Opportunity 1

Use effective intervention strategies to improve low performance

Facilitator

Teachers

Participants

Teachers

Schedule

Daily, from 8/17/2015 to 5/27/2016

G2.B2.S3 Professional development on effective strategies

PD Opportunity 1

Training to provide effective instructional practices

Facilitator

Math SIP Committee

Participants

Administration Teachers

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G3. Improve students' critical thinking skills through rigorous activities to increase to 76% of students showing learning gains on the annual statewide assessment in ELA.

G3.B1 Lack of effective extension strategies and materials for targeted students

G3.B1.S3 Professional development on effective strategies

PD Opportunity 1

Professional development on effective extension strategies

Facilitator

Reading Coach Literacy Leadership Team

Participants

Teachers Administration Reading Coach

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

G3.B2 Lack of effective intervention strategies and materials for targeted students

G3.B2.S3 Professional development on effective strategies

PD Opportunity 1

Professional development on effective intervention strategies

Facilitator

Reading Coach Literacy Team

Participants

Teachers Administration Reading Coach

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Use of scientific experiences to enhance critical thinking				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1131 - Hawks Rise Elementary School			\$0.00
<i>Notes: Notes</i>						
	5000	120-Classroom Teachers	1131 - Hawks Rise Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Notes</i>						
2	G2.B1.S1.A1	Disaggregated data				\$0.00
3	G2.B1.S2.A1	Use effective extension activities to maintain high performance				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1131 - Hawks Rise Elementary School	Other		\$35,000.00
<i>Notes: Reading interventions - Reading Masters club</i>						
4	G2.B1.S3.A1	Training to provide effective instructional practices				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400	140-Substitute Teachers	1131 - Hawks Rise Elementary School	Other		\$3,000.00
<i>Notes: TEC funding</i>						
5	G2.B2.S1.A1	Disaggregated data				\$0.00
6	G2.B2.S2.A1	Use effective intervention strategies to improve low performance				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	390-Other Purchased Services	1131 - Hawks Rise Elementary School	Other		\$7,000.00
<i>Notes: Math Interventions - Math Masters Club</i>						
7	G2.B2.S3.A1	Training to provide effective instructional practices				\$0.00
8	G3.B1.S1.A1	Disaggregated data				\$0.00
9	G3.B1.S2.A1	Matching extension materials				\$0.00

Budget Data						
10	G3.B1.S3.A1	Professional development on effective extension strategies				\$2,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1131 - Hawks Rise Elementary School	Other		\$2,800.00
			<i>Notes: TEC</i>			
11	G3.B2.S1.A1	Disaggregated data				\$0.00
12	G3.B2.S2.A1	Match intervention materials for student needs				\$0.00
13	G3.B2.S3.A1	Professional development on effective intervention strategies				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	120-Classroom Teachers	1131 - Hawks Rise Elementary School	School Improvement Funds		\$15,000.00
			<i>Notes: Notes</i>			
					Total:	\$63,800.00