

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Evy A Friend

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hawks Rise Elementary School

(As it should appear in the official records)

School Mailing Address 205 Meadow Ridge Drive

(If address is P.O. Box, also include street address.)

City Tallahassee State FL Zip Code+4 (9 digits total) 32312-1565

County Leon County State School Code Number* 15FL471PU

Telephone 850-487-4733 Fax 850-488-6971

Web site/URL _____

http://www.leonschools.net/hawksrise E-mail friende@leonschools.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Jackie Pons

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: ponsj@leonschools.net

Other)

District Name Leon County Schools Tel. 850-487-7100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Maggie Lewis-Butler

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 27 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 7 High schools
 - 2 K-12 schools
- 47 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	8	22
K	63	67	130
1	65	53	118
2	81	53	134
3	73	83	156
4	78	76	154
5	79	74	153
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	453	414	867

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 13 % Asian
 - 13 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 8%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	67
(4) Total number of students in the school as of October 1	832
(5) Total transferred students in row (3) divided by total students in row (4)	0.081
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 3 %
22 Total number ELL
 Number of non-English languages represented: 12
 Specify non-English languages: Rumanian, Korean, Portuguese, French, Vietnamese, Tagalog, Spanish, Arabic, Chinese, Mandarin, Dutch, Kinyarwanda
8. Students eligible for free/reduced-priced meals: 19 %
 Total number students who qualify: 156

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 17 %
139 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|--|
| <u>17</u> Autism | <u>3</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>21</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>68</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>21</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	46
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	97%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

15. Please summarize your school mission in 25 words or less: To help each student become a lifelong learner, inspired with creativity, equipped to be a critical thinker, problem solver, decision maker and responsible citizen.

PART III – SUMMARY

Hawks Rise Elementary School is located in the northeast quadrant of Leon County. It is a community school in the Ox Bottom Neighborhood. Prior to the construction of the school, long-time residents of the area told stories of seeing magnificent hawks rise from the fields and live oaks. This sight inspired the naming of the school and mascot. Hawks Rise is a place where “education soars and dreams rise!” This motto holds true today as the school continues to focus unwaveringly on its mission. As a previous National Blue Ribbon School award recipient in 2000-2001, Hawks Rise has been recognized throughout the school district and state for its academic excellence. We display our Blue Ribbon School seal on our many forms of correspondence as a symbol of honor for all to see. Many parents report they purchased homes in the Hawks Rise school zone based on the school’s reputation. For children not in our school zone, school choice is utilized by parents so their child can attend our exemplary school. Retention and recruitment of quality educators and interns has been enhanced due to our Blue Ribbon School status. Community support and pride in our award winning school is evident with parents and business partners providing funding for technological upgrades for our classrooms and cafeteria.

For the past few years when the economy was struggling, Hawks Rise had a consistent number of students enrolled but experienced an increase in student mobility. During the current year, there has been a surge of enrollment due to an increase in residential housing construction. To meet the demands of a larger school population, a new classroom wing will open January 2016 and an expanded cafeteria and kitchen will be operational for the 2015-16 school year. Hawks Rise students come from a wide range of cultures, socioeconomic levels and family educational backgrounds. Many of the students who attend Hawks Rise Elementary come from middle and upper-middle class families and the students often walk to school, ride their bikes or their parents transport them. Others live in a rural setting near the Florida/Georgia state line and travel thirty miles round trip by school bus each day.

A variety of races, ethnicities, and cultures are represented. This diversity has led to a rich atmosphere of learning in which differences are respected and celebrated. Students are encouraged to share their heritage with their classmates and school-wide events are held to honor and recognize various cultures. These events encompassed parents and students in native dress, posters and displays of toys, books, and celebrations in their cultures (e.g., Hispanic, Asian, Indian). Local museums contributed by bringing items to display and artisans to explain the influence of the various cultures in the settling and development of Tallahassee. Parents and students demonstrated dances and prepared food for the community to enjoy. These hands-on events provided an avenue for students to have a better understanding and appreciation of cultures and the inter-connectedness of the world.

The Parent Teacher Organization (PTO) and parental support is very strong. On average, over 7,000 volunteer hours are logged each year. This strong volunteer base contributes to the academic excellence of the school. The PTO coordinates business partnerships and Share Nights, provides mentors for students, organizes and supports school-wide activities such as the fifth grade advancement ceremony, field days, Spring Carnival and Silent Auction, Kindergarten Orientation, book fairs, Late Night Library and themed grade level activities such as fifth grade Immigration Day, fourth grade student stores and third grade Pirate Day.

There are some neighborhoods zoned for Hawks Rise that house families who are economically disadvantaged. The students from these households typically ride school buses and faculty report it is often difficult for parents of these students to attend parent/teacher conferences due to economic circumstances. Many of these same students are unable to attend after school tutoring sessions because there is a lack of transportation if the student cannot ride the bus home. Consequently, Hawks Rise provides reading and math interventions during the school day to address student deficits in these areas. All teachers in each grade level plan together and problem-solve the most effective method of delivering instruction and meeting student needs. Students are heterogeneously grouped in classes and teachers differentiate in small group sessions. Special education students are served in the least restrictive environment through a multitude of service delivery models, general education classrooms with a special education teacher providing consultative services, resource room and separate classroom. Students who are identified as gifted receive enhanced

activities in their classrooms and separate enrichment services for kindergarten through second grade and core gifted science instruction for grades three through five.

With the mission and vision of Hawks Rise clearly articulated and implemented among stakeholders, Hawks Rise continues to meet the challenge of preparing students to reach their full potential, rising and soaring above the rest.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Florida Standards provide a framework for our curriculum areas. Teachers plan instruction and assessment to monitor the progress of students based on these standards. All of the goals and strategies in our School Improvement Plan (SIP) are designed to help every student reach academic excellence, through both remediation and extension.

Our core curriculum series are research-based materials that have been adopted by the district and meet the standards mandated by the state. Teachers utilize the curriculum to provide students opportunities to build upon knowledge established in previous grades. By building solid foundational skills, teachers can extend lessons by addressing skills at a higher-level and encouraging critical thinking. This process allows teachers to identify student skill deficits and provide appropriate remediation.

Our language arts series, Wonders, provides instruction in reading, writing, and language mechanics through a series of texts at differing lexile complexities. Students are exposed to multiple texts in all genres through which teachers provide scaffolded lessons to facilitate independent comprehension. The Accelerated Reader (AR) program helps students set challenging individualized reading goals, monitor and adjust goals, and keep track of their own progress and growth. Also, students are motivated through a school-wide book club program giving students the chance to independently read a variety of genres from several cultures. Students' ability to fulfill their goals and clubs is celebrated through school-wide events.

The Go Math curriculum emphasizes there are multiple strategies to address the variety of learning modalities within a general education classroom. Each lesson provides a conceptual understanding of the mathematical principle before application of the skill. Teachers use the curriculum to offer students real-world situations in order to apply their understanding. The curriculum is supplemented through math centers, games, teacher-made instructional videos using a flipped classroom format, and math competitions such as Mini Mu, where Hawks Rise students consistently perform at the highest levels in the district.

Fusions, our science curriculum, engages students in hands-on lessons and experiments allowing for a deeper understanding of scientific concepts through classroom science labs. Each grade level has real scientists, from the surrounding community such as Florida State University, come to their classrooms to demonstrate concepts and relate their lessons to the real world. The school holds an annual STEM Bowl for grades 3-5. This initiative provides scientific, mathematic, and engineering tasks for students to solve in a competitive format.

Social studies is taught through a variety of means. Our text series by Houghton-Mifflin gives students the essential background knowledge in geography, history, and civics that allows teachers to expand student understanding through enrichment activities and field trips. Teachers use living history methods to help students better understand historical content and experiences. For example, Immigration Day allows students to undergo the immigration process as they pass a series of tests as they filter through "Ellis Island." In addition, students participate in field trips designed to deepen content knowledge, such as traveling to St. Augustine, Florida and locally to Mission San Luis to learn about the settlement and founding of our state.

Each curriculum area provides opportunities for students to extend their learning. Students may qualify for an Advanced Math program in grades 3-5. In the math program, teachers use an accelerated coursework teaching beyond the typical curriculum, including project-based learning. In all grades, qualifying students participate in a science-based gifted and enrichment program. Students enjoy science fair, STEM competition, and various science-based after school programs. Other extension opportunities include spelling bee, Tropicana Speech contest, author talks, book projects and book clubs.

Approaching level students receive individualized support through differentiation in the classroom and need based grouping. Identified students are served in a resource room setting as part of the exceptional student education (ESE) program using the same curriculum at a modified pace. Outside of ESE, several

opportunities for remediation exist to further support struggling students. Examples include the Masters Club, a small group that meets twice or more weekly to support students in math or reading, after school tutoring groups, and homework help during the Extended Day Program. Additionally, teachers tailor instruction in small group settings and use supplemental software programs to meet individual learning needs.

Preschool:

The pre-K classes core curriculums focus on all areas of child development. Lessons and activities are based upon research to promote student learning. Linguistic, cognitive, physical and social/emotional development are supported through language, literacy, and subject area activities, gross and fine motor activities, reflection and discussions, and self-regulatory activities. Lessons relate to real life activities, making them meaningful and engaging. Daily lessons provide a balance between instruction, child-directed activity and purposeful play. Within the framework of our pre-K classes accommodations and adaptations are made to ensure that all children, those with and without disabilities are making progress and succeeding in the acquisition of readiness skills as evidenced by Florida's kindergarten readiness screeners.

2. Other Curriculum Areas:

At Hawks Rise we understand that learning is not limited to the classroom, but extends across all disciplines and environments. Our special area classes focus on using multiple intelligences and providing students opportunities to let their unique talents shine. We believe in the integration of language arts, math, and science in our lessons to educate the whole student and reinforce what is being learned in the classroom. Kindergarten and second through fifth grades receive physical education three out of six days, music and art, one day each on a six-day rotation. Guidance classes are provided one day in the six-day rotation for second and fourth grades and media classes are offered one day to kindergartners on a six-day rotation. Elective areas are offered for all fifth grade students on the sixth day of the rotation. These areas include health and fitness, team sports, fiber arts, guitar, chorus, drama, brain games, MakerSpace, teacher helper and STEAM activities. First grade students attend physical education classes three days, music and art one day each in a five day rotation.

Our music curriculum teaches the Florida Standards for music while supporting students' classroom learning. Quality children's literature is often used as a starting point for musical lessons. This technique helps children make connections between stories and music, boosting their reading fluency and comprehension. Vocabulary, both musical terminology and unique words used in song lyrics, are frequently discussed. Singing, playing instruments, movement, and dance engage students and foster music appreciation while building key social skills such as teamwork, cooperation, and taking turns. Learning the basics of musical notation reinforces literacy skills and lays the foundation for further musical studies. Music's mathematical structure parallels classroom learning reinforcing math concepts such as finding patterns and understanding fractions.

Our visual arts program focuses around this quote: "The job of the artist is to have an art idea and find the best medium to express it, or, to use a material which leads to an idea." We call this the real work of the artist, and the aim is to provide settings where students can do this work. Traditional whole-group demonstrations, small group, one-on-one, peer teaching and indirect teaching in centers occurs during art. Our choice-based art program offers separate media centers, such as painting, clay, and drawing. These centers function as mini art studios, complete with instructional information, resources, materials, and tools. Students move independently between centers, utilizing materials, tools, and resources. This concept supports multiple modes of learning and teaching for the diverse needs of students.

Our physical education department's vision is to create a learning environment where students feel safe and free to discover their passion for physical activity. Our goal is that through our curriculum instruction, we can reach each student in a way that they will want to live a physically active lifestyle. Students are given a variety of experiences in areas such as gymnastics, dance, jump rope, biking, and team sports. Cooperative learning and friendly competition enhances the learning experience. Each morning before school, students have an opportunity to get their bodies moving. A Mileage Club where students are invited to walk or run for fifteen minutes on the track is offered for students in second through fifth grades. Students track their

progress and earn foot charms for laps completed. Students wear these charms proudly on a necklace promoting a healthy lifestyle.

The guidance team offers daily classes for second and fourth grades, individual counseling and small group counseling for students; facilitates parent-teacher conferences; assists with assessments and academic evaluations; and coordinates events throughout the year including Green Team (recycling), Mentor Program, Human Growth and Development, Anti-Bullying programming, Red Ribbon Week, Helping Hands, and other programs designed to encourage the social, personal, academic, and citizenship development of all students. The guidance instructional classes focus on character development topics such as rules and manners, respect, responsibility, caring and kindness, friendship, conflict/resolution, bullying, fairness and diversity, trustworthiness, and volunteerism.

Media presentations, news crew programs and book circulation statistics are evidence that students, teachers and parents utilize the media center. The media specialist works collaboratively with classroom teachers to support and enhance interest in reading through author talks, book clubs, research techniques, and digital citizenship.

3. Instructional Methods and Interventions:

Our commitment to student growth, progress monitoring and effective teaching methods helps meet the differing academic needs of every student. A variety of instructional delivery methods, interventions, and extensions are implemented to provide the optimal learning experience for each student. Teachers incorporate technology, individual academic conferencing, individualized instruction, small group instruction, as well as whole group instruction to facilitate acquisition of skills and content for all students.

Classrooms at Hawks Rise have students with varying academic levels from students with disabilities and ELL students to students who are gifted. Teachers are sensitive and skilled at using a variety of instructional methods and interventions. Utilization of instructional software allows students with a large range in levels in the same classroom to learn and grow. Students start the programs with an initial placement test. Instructionally appropriate learning goals are set to demonstrate growth and success toward national and state standards. Conferences are used to discuss student goals, self-assessment, growth, instructional needs, and assessment results. Small groups are utilized for additional teaching support, re-teaching, and "leveling-up." Leveling-up is the reading instructional strategy at the teacher table of presenting material above the level at which the students can successfully work independently. Teachers implement this strategy with on-level students by facilitating the use of above-level materials and for students working below-level using on-level materials. Students in second through fourth grades who perform at an accelerated level on an end-of-year math test are offered an opportunity to participate in an advanced math class in third through fifth grades.

Progress monitoring is used to measure student growth and effectiveness of instructional strategies. The data alerts teachers to the need to differentiate instruction for students not demonstrating acceptable growth compared to peers and national norms. It also signals when a student requires more academically challenging curriculum or extension of instruction. When more intense instruction is necessary as evidenced by data analysis in the tiered instructional process, students are placement tested for explicit instruction. Then, based on placement testing, students receive research-based explicit instruction in small groups or students receive accelerated instruction in an advanced class or possibly the student is accelerated to the next grade level. Evaluating student progress and determining effective differentiation methods is a tiered process. It begins within the classroom, then at grade level team meetings, next at administrator-facilitated progress monitoring meetings and multi-tiered system of supports meetings with parental involvement throughout the process.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Florida's accountability system utilized the Florida Comprehensive Assessment Test (FCAT) from 1998-2010 transitioning in 2011 to the FCAT 2.0. These assessments measured what students should know and be able to do based on the Sunshine State Standards and Next Generation Sunshine State Standards, respectively. Beginning in 2014-15, the Florida Standards Assessments will be administered to measure student success with the Florida Standards. Students in grades 3 – 5 participated in the FCAT 2.0 Reading and Mathematics. Achievement levels define student success as measured by the statewide assessment. These levels range from a 1 (lowest) to a 5 (highest). Achieving a Level 3 on FCAT 2.0 Reading and Mathematics is the minimum proficiency score. Levels 4 and 5 demonstrate advanced levels of proficiency.

Our school's overall reading performance has fluctuated less than our math performance. Interestingly, when the scores are averaged for all tested grades, 92% were proficient and 75% were advanced in reading with 91% proficient and 73% advanced in math. Analyzing the averaged proficiency and advanced percentages for the individual grade levels, the average proficiency scores in reading for third, fourth and fifth had a range of only 1%, while the advanced scores differed by up to 7 points with 79% in grade three, 72% in fourth and 73% in fifth. This range differential was even more dramatic in average math performance. The average proficiency score was 94% for grade three, 91% for grade four and 88% for grade five with the average advanced percentages being 78%, 74%, and 66%, respectively.

The largest achievement gaps are noted in economically disadvantaged, special education and African American subgroups. While there are gaps in overall proficiency, the largest gaps exist in the advanced percentages. For reading and math, identified students receive direct instruction in small group using a supplemental curriculum in addition to the core curriculum during the school day and after-school tutoring. Software programs are used to continuously monitor progress and adjust instruction.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Hawks Rise faculty review assessment data and teams collaborate to ensure instructional practices and strategies are meeting student needs and SIP goals. Our county has a mandated assessment schedule that includes district required assessments, as well as computer-based and one-on-one assessments.

In August, teachers receive student data from FCAT, AIMSweb, STAR reading assessment and SuccessMaker instructional software programs. Standardized assessment results are analyzed and charts are made identifying students who did not reach proficiency. When new students enroll, they are assessed and begin receiving intervention services if needed. Core curriculum chapter and unit tests data is also used to diagnose skill deficits.

Every four to six weeks, grade level data is analyzed for reading and math and reported to our School Advisory Council (SAC). SAC members are presented student achievement gains on STAR, AIMSweb, SuccessMaker, and district-scheduled Go Math Assessments. Expected proficiency goals set by the district are compared to how students are currently performing. For students receiving intensive interventions in reading, progress monitoring is conducted every two weeks capturing subtle changes in achievement and instructional adjustments are implemented. Reports display discrete data enabling the comparison between classroom, individual student, and school performance in relation to district and national norms. For students not responding to interventions, teachers make a referral to the school's multi-tiered system of supports team with district experts and the student's parents. This team further explores the student's achievement and problem-solves potential solutions.

Teachers regularly confer with students and parents via face-to-face or email sharing academic progress and discuss strategies and supplemental intervention programs. In-class and intensive intervention groups are flexible and change as data is collected and analyzed. Our deliberate use of data allows us to identify students in need of enrichment or special assistance at any point during the school year.

Part VI School Support

1. School Climate/Culture

The school culture of Hawks Rise is a reflection of the parents, faculty and staff, students, and business partners. Our school advisory council (SAC) has representatives from all of these stakeholder groups. The focus of the SAC is to monitor and provide recommendations in the preparation and implementation of the School Improvement Plan (SIP). Faculty committees meet monthly to evaluate progress, and discuss strategies and revisions necessary to attain the goals on our SIP. This involvement of the stakeholder groups in preparing, implementing and monitoring the SIP has resulted in an informed and committed school body working toward common goals.

Student successes are celebrated in multiple ways. Winners of academic and nonacademic contests inside and outside Hawks Rise are recognized on our morning news program. Each week, teachers recommend a student who has shown improvement or who has accomplished a special goal, to participate in the Principal's Friday Fitness Walk. Student participants take turns using their favorite move to lead the walk with a culminating team cheer at the end. Teachers regularly incorporate the celebration of student success through the acknowledgement of achieving a certain score on a learning scale, posting outstanding student products, parent notification, eating lunch with the student, and special recognition by the principal or assistant principal.

The Hawks Rise Family is built on care and concern for others. Each morning the following pledge is recited:

I am a member of the Hawks Rise Family. I am productive. I allow others to be productive. I respect others and their property, and I will do my best today.

Staff and student birthdays are announced each day on the student-produced morning news show. Programs such as Jump Rope for Heart, Project Joy Food Drive and Relay for Life encourage empathy for the larger community. The Sunshine Committee plans celebrations such as bridal and baby showers, retirement events and coordinates support when families of faculty or staff are facing difficult times of illness or bereavement. Hawks Rise has a special fund that teachers and parents generously support to provide scholarships for field trips, school supplies and clothing for needy students. Over the years, several students have battled cancer. One of our students lost his hair due to chemotherapy. As a surprise and support for the student, his teacher shaved his own head. This made quite an impact on our students and the student's parents were overwhelmed with emotion.

2. Engaging Families and Community

Hawks Rise Elementary is successful in engaging families and the local community through good communication and relationship building. Our PTO oversees volunteer activities and fundraisers. There is an opportunity for everyone to get involved. The PTO volunteer coordinators post openings for various needs, track volunteer hours through an online program and recognize all who volunteer. Each month the PTO selects a "Volunteer of the Month" which gives special recognition to one of our many great volunteers.

Our school keeps families connected by keeping them well informed. Hawks Rise maintains an updated website, publishes a monthly newsletter, regularly distributes listserv announcements, maintains a PTO Facebook page, plus holds monthly PTO meetings. Our families and community partners have shown tremendous support for our school through generous donations. With the funds, the school has purchased audio equipment for school productions, interactive boards for all the classrooms, an iPad cart, iPads for teachers and students use, and playground equipment.

The PTO Business Partner program has been instrumental in building relationships with business owners in the community. The generosity of our partners has provided monetary sponsorships, "in kind" donations and services needed to run our fundraisers and various appreciation events. In return, the program

encourages our community to shop and dine at our local partner businesses. Their support has enabled the school to have an outdoor movie night, quarterly Late Night Libraries and give coupons and certificates in recognition for report card achievements.

PTO has sponsored a “First Friday” program to celebrate our focus on science, technology, engineering, arts and math (STEAM). Each month a new theme is selected and a special treat is given to every child during lunch. The themes are introduced on the morning news program and discussed in classrooms. Examples are Doubles December, Nutritious November, and Fractions February.

PTO is the sponsoring organization for a Boy Scouts of America Cub Scout Pack that meets at Hawks Rise and consists of more than sixty families. Each year, the Cub Scouts participate in two community service efforts that benefit Hawks Rise. One, a Saturday Beautification Day of the school campus by planting flowers, weeding and mulching flower beds, trimming and pruning bushes and trees. Two, assisting in the set-up and clean-up of the school’s Spring Carnival. The Cub Scouts take pride in ensuring that our school grounds are clean and safe.

3. Professional Development

Hawks Rise believes that professional development comes first in that our students cannot raise their level of achievement unless teachers are effective in their craft. Consequently, our teachers and administrators must have the skills to ensure that all students meet more challenging standards.

Professional development is aligned to academic standards and support student achievement by correlating the development with our School Improvement Plan. Specific professional development activities are based on student need, current research, and the goals of our School Improvement Plan. (SIP). The students’ needs inform us what skills, knowledge, and strategies our teachers require to meet student demands. Then we develop our professional development goals, activities, implementation plan, and evaluation criteria. The improvement goals have measurable performance targets. This process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. New learning is implemented in the classrooms with fidelity and coaching. Additionally, the introduction of new curricular and instructional programs defines new needs for learning. Every educator is engaged in comprehensive meaningful professional development activities driven by the Florida Standards and targets opportunities for teachers and administrators to increase their content knowledge in an effort to improve student achievement.

At Hawks Rise, our professional development includes job-embedded opportunities for colleagues to collaborate, interact, analyze, and construct learning strategies aligned with current educational theories and practices. Hawks Rise encourages the use of job-embedded activities through peer-coaching/mentoring, professional readings, study groups, workshops, college courses and peer observations. Teachers arrange vertical and horizontal professional learning communities to collaborate on resources that contribute to improved student achievement and teacher effectiveness. Due to the challenge of implementing a new reading curriculum requiring more rigorous writing and critical thinking by students, teachers worked collaboratively in grade level teams to adjust their curriculum pacing guides. Teachers have utilized new techniques learned in summer workshops and follow-up school-based learning communities for assisting students with writing by applying text-based evidence when comparing passages. Information in providing differentiated lessons during reading workstations and utilizing results from formative assessments has resulted in valuable feedback to parents and data-driven instructional changes. In order to build instructional capacity and parental support, teachers often share effective curriculum techniques at faculty meetings and in workshops for parents.

We believe that enhancing the capacity of effective teaching and knowledgeable school leadership favorably impacts student achievement. Our philosophy is that quality professional development and implementation is key to producing positive student outcomes.

4. School Leadership

The philosophy of the principal of Hawks Rise is that everyone should do his/her best always. This philosophy is shared on the morning news through words of encouragement to persevere, perfect practice makes perfect, know your individual goals so that you can strive to achieve them. High expectations are presented in the August faculty meeting, grade chair and grade level progress monitoring meetings, and school improvement plan (SIP) committee meetings. These high expectations result in teacher “can do” attitudes for all students resulting in an increase in general education interventions and a reduction in student referrals to special education. Teachers are supported and urged to share information and work on school and district curriculum teams. A professional library is maintained and instructional practices are shared in the weekly faculty newsletter, the Hawks Squawk, through email, and during faculty meetings. All instructional resources and educational programs must be proven practices and support our school’s vision and mission.

The assistant principal supports and collaborates with the principal to provide leadership in curriculum, implementation of effective instructional practices, and analysis of student data leading to increased student achievement. Both school administrators review grade level long-range plans, daily lesson plans, and student report cards. With a faculty of 58 teachers, over 325 formal and informal classroom observations and walkthroughs are administered annually with follow-up conferences to provide commendations and corrections. The principal and assistant principal are visible throughout the campus, greeting students and parents, performing transportation duty, supervising cafeteria behavior, visiting classrooms, attending parent/teacher conferences and providing a positive role model for faculty, staff, parents and students.

Team leaders serve as grade level chairs and meet with school administration bi-monthly to learn of district initiatives to share with their grade level teams. These meetings are also a forum to bring to administrators ideas or concerns that teams may have regarding curriculum challenges, instructional planning or assessment calendars. Team leaders hold weekly meetings with teachers in their grade level or area to plan curriculum implementation and assessments, ensure district instructional calendars are followed and discuss grade level specific activities/events.

School curriculum advocates attend district professional development and share information learned with grade chairs who then share with their grade level teams. This train-the-trainer model has been effective in providing opportunities to “grow” more teacher leaders. Consequently, there have been six teachers in the past five years who have participated in the district training for future school administrators.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	90	95	89	98	98
Level 4 or above	67	74	74	84	92
Number of students tested	130	125	104	113	113
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	71	64	60	89	91
Level 4 or above	29	29	20	22	73
Number of students tested	10	9	6	8	10
2. Students receiving Special Education					
Level 3 or above	55	73	61	100	80
Level 4 or above	35	47	44	80	80
Number of students tested	11	11	11	5	4
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	65	71	73	91	88
Level 4 or above	18	29	47	45	63
Number of students tested	11	5	11	10	7
6. Asian Students					
Level 3 or above	94	96	92	100	100
Level 4 or above	88	91	92	92	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	16	22	11	13	18
7. American Indian or Alaska Native Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	96	97	91	99	99
Level 4 or above	73	74	77	90	92
Number of students tested	95	93	75	83	75
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	93	88	86	96	93
Level 4 or above	75	69	66	86	72
Number of students tested	131	105	116	119	124
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	64	50	47	78	65
Level 4 or above	36	14	13	67	53
Number of students tested	9	7	7	7	11
2. Students receiving Special Education					
Level 3 or above	59	60	59	75	77
Level 4 or above	53	40	35	75	69
Number of students tested	10	9	10	3	10
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	67	60	50	75	78
Level 4 or above	33	27	25	63	61
Number of students tested	4	9	6	6	14
6. Asian Students					
Level 3 or above	100	100	88	100	92
Level 4 or above	92	92	76	100	92
Number of students tested	25	13	15	21	11
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	93	94	91	96	96
Level 4 or above	73	75	71	85	73
Number of students tested	96	76	89	81	88
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	86	83	88	92	91
Level 4 or above	59	56	67	78	72
Number of students tested	107	111	126	132	119
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	54	31	65	64	67
Level 4 or above	31	6	29	57	27
Number of students tested	7	5	11	9	10
2. Students receiving Special Education					
Level 3 or above	75	69	60	82	100
Level 4 or above	38	38	33	73	64
Number of students tested	12	9	9	9	11
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	67	53	54	76	60
Level 4 or above	13	0	23	59	33
Number of students tested	10	8	7	13	9
6. Asian Students					
Level 3 or above	100	100	100	100	100
Level 4 or above	93	79	100	100	100
Number of students tested	14	14	20	11	13
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	89	89	90	94	95
Level 4 or above	64	63	66	78	73
Number of students tested	76	85	89	96	92
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	88	94	86	97	97
Level 4 or above	77	86	77	77	77
Number of students tested	127	124	101	112	112
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	43	79	70	89	82
Level 4 or above	36	50	40	33	36
Number of students tested	6	11	7	8	9
2. Students receiving Special Education					
Level 3 or above	50	60	56	100	100
Level 4 or above	45	47	44	80	80
Number of students tested	10	9	10	5	5
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	59	100	80	91	88
Level 4 or above	47	71	47	36	38
Number of students tested	10	7	12	10	7
6. Asian Students					
Level 3 or above	94	96	92	100	94
Level 4 or above	82	87	92	92	83
Number of students tested	16	22	11	13	17
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	94	95	85	98	100
Level 4 or above	83	88	83	83	79
Number of students tested	93	91	70	82	76
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	91	89	90	94	93
Level 4 or above	72	71	67	78	72
Number of students tested	129	106	121	116	125
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	64	64	60	67	82
Level 4 or above	43	29	13	44	47
Number of students tested	9	9	9	6	14
2. Students receiving Special Education					
Level 3 or above	59	60	71	100	85
Level 4 or above	41	33	35	75	54
Number of students tested	10	9	12	4	11
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	83	67	50	75	83
Level 4 or above	67	40	25	38	67
Number of students tested	5	10	6	6	15
6. Asian Students					
Level 3 or above	92	100	94	95	92
Level 4 or above	80	85	82	90	83
Number of students tested	23	13	16	20	11
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	92	94	94	95	95
Level 4 or above	71	78	73	79	75
Number of students tested	95	76	92	80	87
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Florida Comprehensive Assessment Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES*					
Level 3 or above	92	91	89	94	94
Level 4 or above	73	67	71	77	76
Number of students tested	114	121	127	135	123
Percent of total students tested	100	99	99	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Level 3 or above	77	63	59	79	87
Level 4 or above	38	25	29	57	47
Number of students tested	10	10	10	11	13
2. Students receiving Special Education					
Level 3 or above	75	62	60	82	82
Level 4 or above	38	31	47	45	82
Number of students tested	12	8	9	9	9
3. English Language Learner Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
4. Hispanic or Latino Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
5. African- American Students					
Level 3 or above	73	67	62	88	80
Level 4 or above	33	33	31	71	53
Number of students tested	11	10	8	15	12
6. Asian Students					
Level 3 or above	100	100	100	100	100
Level 4 or above	93	86	85	91	92
Number of students tested	14	14	20	11	13
7. American Indian or Alaska Native Students					
Level 3 or above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Level 4 or above					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
9. White Students					
Level 3 or above	95	94	91	96	95
Level 4 or above	79	72	74	78	78
Number of students tested	81	90	88	98	92
10. Two or More Races identified Students					
Level 3 or above					
Level 4 or above					
Number of students tested					
11. Other 1: Other 1					
Level 3 or above					
Level 4 or above					
Number of students tested					
12. Other 2: Other 2					
Level 3 or above					
Level 4 or above					
Number of students tested					
13. Other 3: Other 3					
Level 3 or above					
Level 4 or above					
Number of students tested					

NOTES: During the 2010-11 school year, Florida began to transition from the FCAT to the FCAT 2.0.