

Hancock Creek Elementary School



2016-17 Schoolwide Improvement Plan

Hancock Creek Elementary School

1601 SKYLINE DR, North Fort Myers, FL 33903

<http://han.leeschools.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lee 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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hancock Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission statement is intended to lay out just how the vision can be accomplished. The goal or mission of Hancock Creek Elementary is to provide a safe, secure environment that ensures the development of the whole child. Through successful experiences, all children will grow academically, socially, emotionally, physically and creatively.

We believe HCE to be an excellent school that provides an orderly and safe, yet inviting climate, that is conducive to learning and protects instructional time. HCE is staffed with colleagues who are supportive, respectful, collaborative, and committed to one another and to student success.

“We are in this together to ensure that every learner reach his/her highest potential”

b. Provide the school's vision statement.

To ensure continued excellence, Hancock Creek Elementary School must have a clear sense of the goals it is trying to accomplish, the qualities of the school it seeks to become, and the work that the various stakeholders in the school must do in order to make the ideas into reality. The following statement is intended to provide standards HCE should strive to achieve and maintain. The vision of Hancock Creek Elementary is to educate all students to their fullest potential so they may become productive members of society.

2. School Environment

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

- Student of the Week lunch – Students who exhibit the following behaviors: cooperative, on task, leaders, treat others with respect, and strive for success, are recognized weekly by the teacher and awarded lunch in the courtyard/picnic table area with a family member or classmate.
- Positive Behavior Support (PBS) - We place an emphasis on a school wide system of support that includes proactive strategies that define, teach, and support all appropriate student behaviors to create a positive school environment. This positive support system is implemented in all classrooms and non-classroom areas such as hallways, buses, cafeteria, and during after school activities. Quarterly PBS recognition events are held to recognize students who are following the school wide expectations. Our COLT Expectations are a positive focus throughout the day and visible in all areas of the campus.
C- Colts are COOPERATIVE
O- Colts are ON TASK
L- Colts are LEADERS
T- Colts TREAT OTHERS WITH RESPECT
S- Colts STRIVE FOR SUCCESS

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

- Qualified, supervisors at all entrances and exits and throughout the school. Supervisors interact with students in a positive manner.
- Student safety patrols are located at specific locations throughout the school to ensure that students

are following the safety procedures in place

- Buddy System – K-3rd grade students always have a buddy with them in the hallway when not with their classroom teacher
- Classroom doors are locked.
- In the cafeteria, supervisors assist students with lunchroom needs. (food, silverware)
- Supervisors ensure each class enjoy their lunch in a clean environment – tables are washed, trash disposed of, spills mopped, floors swept after each class.
- School wide attention signal, “May I have your attention, please” is consistently used to get students’ attention in a respectful manner.
- Fifth grade students provide feedback through our student survey.
- Positive Behavior Support (PBS) has been implemented to create a positive school environment by placing an emphasis on proactive strategies that define, teach, and support all appropriate student behaviors.
- Students with special needs have assistance at dismissal.

c. 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.

• Positive Behavior Support (PBS) has been implemented at Hancock Creek Elementary School. We place an emphasis on a school wide system of support that includes proactive strategies that define, teach, and support all appropriate student behaviors to create a positive school environment. This positive support system is implemented in all classrooms and non-classroom areas such as hallways, buses, cafeteria, and during after school activities. Quarterly PBS recognition events are held to recognize students who are following the school wide expectations. Our COLT Expectations are a positive focus throughout the day and visible in all areas of the campus.

C- Colts are COOPERATIVE

O- Colts are ON TASK

L- Colts are LEADERS

T- Colts TREAT OTHERS WITH RESPECT

S- Colts STRIVE FOR SUCCESS

d. 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.

- School Counselor teaches lessons in each classroom – 30 minutes per month.
- School Counselor provides small group counseling as well as individual students when needed.
- Kagan – Team building activities are used in classrooms to create an environment where students come to know, like, and respect their teammates.
- Kagan – Class building activities are used to create a caring and cooperative classroom community.
- Kagan Cooperative learning empowers teachers to develop students’ social skills that serve them in the classroom and beyond.
- Implementation of Thinking Maps to increase student engagement for all students.
- The SADDLE Club provides students with a daily "check in/check out" chart to record and monitor individual goals. An HCE staff member meets with individual students each morning and again at the end of the day. Teachers make student club recommendations to the school counselor to initiate membership.

3. Early Warning Systems

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

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our school works diligently through out the school year to build positive relationships with families to increase involvement, increasing efforts to communicate the school's mission/vision and keeping parents informed of their child's progress. We encourage parents to be involved at Hancock Creek Elementary.

These include the following in the areas of school wide events, parent communication and community partners:

Open House

Volunteer Program

Student of the Week Luncheon

Scout Night

PDQ family nights once a quarter

Salvation Army Canned Food Drive

STEM Fair

Grade Level Field Days
Meet Your Teacher Night
Math Curriculum Night
Spirit Days
Chick-Fil-A-Family Night
School Dance
Tangled in a Web of Books Day
Principal's Party-AR Event
Fall Festival
Movie Nights
5K Snowflake Shuffle
Book Fair/Family Dinner Night
Five Business Partner
Project Lead the Way
PDQ- Business Partner
March Madness Book Tournament
Art Walk
National Elementary Junior Honor Society
Dr. Ella Piper Center- Partnership
Showering With a Good Book
Sharing the Great Gift of a Book Day
Horace Mann Insurance- Business Partner
SAC-Monthly School Advisory Council Meetings
PTSO- Parent Teacher Student Organization
After school clubs
After school care-Round UP
Twitter
ParentLink
School website
Facebook page
Monthly Newsletter
Read Across America

2. 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.

Hancock Creek builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement in a variety of ways. These include partnerships with our businesses: Horace Mann Insurance, Perkins, IHop, PDQ, and many others. These businesses support our teachers and students. Our teachers also reach out to the community through www.donorschoose.org, and grant writing through the Foundation for Lee County Schools, and Cape Coral/Ft. Myers Chamber of Commerce.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Phillips-Luster, Dr. Denise	Principal
Nauss, Deborah	Assistant Principal
Bonta, Melissa	Teacher, K-12
Manini, Alice	Teacher, K-12
Moss, Cheryl	Teacher, ESE
McKay, Nicole	Instructional Coach
Bell, Brent	Teacher, K-12
Swyers, Pat	Teacher, K-12
Medeiros, Brittany	Teacher, K-12
Perks, Kristen	School Counselor
Young, Anastasia	Teacher, K-12
Peterson, Brandy	Teacher, K-12
Stroup, Tara	Teacher, K-12
Seeberger, Sarah	Teacher, K-12
Lowther, Andrea	Teacher, K-12
Wilson, Jean	Teacher, K-12

b. Duties

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

The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (Fluency probes, curriculum assessments, STAR Early Literacy/STAR, STAR Math)
- Reading as well as new FSA assessment, work samples, and/or anecdotes to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students in Tier 2 & 3
- Deliver instructional interventions with fidelity
- Implement the iReady diagnostic tool to effectively group students for COLT time.
- Use the tools for instruction in the iReady program to deliver targeted instruction.

Coaching Specialist:

- Attend MTSS Team meetings-if needed
- Train teachers in interventions, progress monitoring, differentiated instruction
- Keep progress monitoring notes & anecdotes of interventions implemented.
- Behavior interventions

ESE Resource Teacher

- Attend MTSS Team meetings for some Tier 2 & Tier 3 students
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate MTSS data when making eligibility decisions

Principal/Assistant Principal support

- Facilitate implementation of MTSS in our building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity
- Interventional Specialist
- MTSS Team facilitator
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Collect school-wide data for team to use in determining at-risk students
- Train teachers in interventions, progress monitoring, differentiated instruction
- Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact

2. 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.

The MTSS Leadership team at Hancock Creek Elementary meets as needed to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. Resources will be allocated on specific classroom, student and teacher needs to support the MTSS process. Collaboration teams meet regularly to discuss programs, solutions, and services for Tier 2 and Tier 3 students.

The MTSS Leadership Team for Hancock Creek Elementary School consists of the following members:

Intervention Specialist: Dawn Engh
Principal: Dr. Denise Phillips-Luster
Coaching Specialist: Nicole McKay
ESE Teacher-Cheryl Moss

Others as needed:

Assistant Principal: Dr. Deborah Nauss
Psychologist: Christie Pecore
Speech/ Language Pathologist: Beth Skaggs
ESOL Contact: Johanna Alin
School Nurse: Yvette Kirgan
Social Worker: Carmen Quaintance
Staffing Specialist: Michelle Dusseau
Classroom Teachers

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Dr. Denise Phillips-Luster	Principal
Hannah Freeman	Teacher
Carol Tucker	Teacher
Trisha Black	Teacher
Stephanie Campbell	Teacher
Teresa Carrigan	Business/Community
Bernadette Deis	Education Support Employee
Zayomara Galindez	Parent
Sherry Bliss	Parent
Marilyn Fernandez	Education Support Employee
Beth Johnson	Education Support Employee
Margaret Lapoint	Business/Community
Mila Strasburg	Business/Community

b. Duties

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

a. Evaluation of last year's school improvement plan

Our School Improvement Plan was approved by our School Advisory Committee on Thursday, October 13, 2016. At this meeting we shared information about data with the use of the dashboard. Also, we presented our 2016-2017 school improvement goals. Goal #1- Academic and Goal #2-Safety

b. Development of this school improvement plan

The SAC committee approves and supports the school improvement plan. Our meeting was held on Thursday, October 13, 2016. School Improvement Goals for the current year were presented at this meeting.

c. Preparation of the school's annual budget and plan

Hancock Creek receives funding to support the school improvement goals that are approved by SAC. The projected use of funds are aimed towards increasing student academic performance, especially in reading. A positive learning environment provides an essential element that is key to the academic success of students. Reading is essential to all subject areas. With this in mind, the majority of funds should be spent to build a better literacy foundation and the remaining funds to support the safety goal. The budget for SAC has not been allocated at this time.

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

There were no school improvement funds allocated for the 14-15 school year to support the SIP goals.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Phillips-Luster, Dr. Denise	Principal
Medeiros, Brittany	Teacher, K-12
Nauss, Deborah	Assistant Principal
Campbell, Stephanie	Teacher, K-12
Harris, Holly	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will support the 2016-2017 School Improvement Plan. We will increase student achievement/learning gains for all students through the use of Data Driven Systems, Standards Based Instruction, Student Engagement, Professional Learning Communities and Student Achievement and Development. The LLT will develop the school AR plan and reward students through quarterly Principal's Parties.

Facilitate and plan for the implementation of the school AR program. This includes but is not limited to the student record keeping as well as the school wide data.

Support the implementation of Hancock Creek's teacher expectations for the 15-16 school year.

Promote the school wide AR program and plan/organize all quarterly celebrations.

Offer staff development and support in the areas of curriculum and instruction.

Celebrate school wide reading success with literacy events.

D. Public and Collaborative Teaching

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

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

We encourage positive working relationships between all staff members. We have regularly scheduled Faculty Training and Collaborative Team meetings. All grade levels have common planning time each day. Instructional support and ongoing staff development are provided by the administrative team, coaching, district personnel, and intervention specialist. Collaboration is encouraged with volunteer school committee opportunities to support school wide events.

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

1.Regular PLC meetings and collaboration with teams.

2.Walk-through's are completed by the Principal and Assistant Principal and immediate feedback provided to classroom teachers.

3. Continue to communicate, encourage, and provide staff opportunities for staff development, as well as opportunities for coursework and certification exams to meet district, federal and state requirements.
4. Implementation of the teacher evaluation model with concentration on the four domains.
5. Partnering of new teachers to Hancock Creek with veteran teachers and District APPLES support.
6. Work closely with local colleges and universities facilitating the placement of interns.
7. Promoting Positive work environment with programs for faculty/staff that include Happy Cart, Information Sheet, Positive Notes Jar, and more.
8. Technology training regarding the use of Focus, Castle, ParentLink, Performance Matters, OnCourse Lesson Planner, and Microsoft Outlook is offered to provide a smooth transition along with support.
9. Opportunities for new teachers to visit/observe in other classrooms.
10. Opportunities for modeling of instructional strategies within the new teacher's classroom.
11. Administrators attend recruitment fairs as they are offered throughout the school year.

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

Research indicates a School-Based Induction Program is important and has a positive impact on all aspects of a school. New teachers indicate that the strongest determining factor for staying in the profession is the support and sense of community they experience at their school site.

In alignment with the District's New Teacher's Program, Developing Professionals (DP) are enrolled in the Accomplished Professional Practices for Lee Educational System (APPLES) Program. The goal of the APPLES program is to retain the most promising teachers, foster self-assessment, improve instructional practice, model professionalism, offer professional growth opportunities, and familiarize new teachers with state, and district initiatives. The APPLES program provides support to developing professionals through coursework, mentor teacher support, and administrator support. Teachers who participate in induction programs and mentoring are more likely to stay in the profession and express job satisfaction. The APPLES program within Lee County is designed to provide developing professionals job embedded professional development and opportunities for professional growth and reflection.

APPLES Teachers are paired with a Mentor Teacher who will support and guide their development through the program. Mentors meet weekly with the teacher and attend regular APPLES meetings with the school's program administrator.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All teachers are required to follow the district's Academic Plans for grades K-5 and the use of District adopted curriculum and resources. This is documented through our OnCourse Lesson Plans and viewed weekly by administration. The school also ensures that its core instructional programs and materials are aligned to Florida's standards by conducting regular walk-throughs and classroom lesson observations.

b. Instructional Strategies

1. 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.

School leaders and teachers analyze data to address the needs of all students. Teachers document in their lesson plans differentiated instruction. Teachers are supported through collaboration, planning and professional development. Our students at all grades with Instructional Support services through their IEPs are given access to general education with accommodations through their homeroom teacher and with support from a resource room staffed with a certified ESE instructor. Students at grades 3, 4, and 5 have an ESE teacher assigned to their grade level to provide co-teaching support. The primary grades also have push-in/push out services for students with minimal academic support needs.

2. 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: Summer Program

Minutes added to school year:

Summer instructional reading program at designated district school sites.

Strategy Rationale

Summer school is offered to ESE students needing the Extended School Year or 3rd grade students that did not score a Level 1 on the FCAT Reading test or the SAT-10 alternate test.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips-Luster, Dr. Denise, denisedp@leeschools.net

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

IEP goals and objectives or proficient score on the SAT-10 (alternate test)

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Meet the Teacher event prior to the start of the new school year and end of year awards ceremonies for all grade levels. Fifth grade graduation ceremony. Welcome packets are given to new families to Hancock Creek Elementary.

Kindergarten tours for new students or prospective new students during the end of the previous school year.

Open House for all grade levels during the month of September.

Ongoing communication with parents via newsletter, website, district website, ParentLink and Twitter.

School website provides teaching tools and resources for students and parents to learn together.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Hancock Creek Elementary School will use results of assessments to improve individual student performance and also to improve the instructional program.
- G2.** Hancock Creek Elementary School will monitor progress and provide supports necessary for behavioral success when needed.

Strategic Goals Detail

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

G1. Hancock Creek Elementary School will use results of assessments to improve individual student performance and also to improve the instructional program. 1a

G083282

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	59.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	58.0
FSA Mathematics Achievement	60.0
Math Gains	56.0
Math Lowest 25% Gains	54.0
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal 3

- Stakeholders do not have a systems approach to data analysis.
- There is a lack of training about interpreting data and use it to drive instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Ongoing training
- District support

Plan to Monitor Progress Toward G1. 8

Review STAR and i-Ready data to monitor continuous growth in academic achievement.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 8/31/2016 to 5/17/2017

Evidence of Completion

-STAR Data Reports -i-Ready Data Reports -Dashboard Data -PLC agenda and minutes

G2. Hancock Creek Elementary School will monitor progress and provide supports necessary for behavioral success when needed. 1a

G083283

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Targeted Barriers to Achieving the Goal 3

- The school has a limited number of strategies used with consistency to improve and/or support positive student behavior.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School behavior committee
- Teams sharing progress at faculty meetings
- Professional Learning Communities (PLC)

Plan to Monitor Progress Toward G2. 8

The number of student suspensions will decrease when compared to the 15-16 school year.

Person Responsible

Deborah Nauss

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Results from the collections of suspension data will be shared with stakeholders.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Hancock Creek Elementary School will use results of assessments to improve individual student performance and also to improve the instructional program. 1

G083282

G1.B1 Stakeholders do not have a systems approach to data analysis. 2

B220700

G1.B1.S1 Students need to complete assessments by a specific date and results need to be shared within 24-48 hours with all stakeholders. 4

S233032

Strategy Rationale

The timely review of academic data will allow teachers to develop specific, rigorous instruction.

Action Step 1 5

Calendar of dates for assessments and for the meetings to review the data

Person Responsible

Nicole McKay

Schedule

Quarterly, from 9/14/2016 to 5/3/2017

Evidence of Completion

Assessment and Meeting calendar for HCE.

Action Step 2 5

Training & Support to review data with teams.

Person Responsible

Nicole McKay

Schedule

Quarterly, from 9/14/2016 to 5/3/2017

Evidence of Completion

PLC minutes will reflect analysis of data and group discussion driven by 4 PLC questions.

Action Step 3 5

Data walls are created and updated by stakeholders in order to monitor student progress, assess instructional impact, and drive instruction.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Quarterly, from 9/14/2016 to 5/3/2017

Evidence of Completion

-Classroom Data Walls -School-Wide Data Walls -Student Portfolios -Data Chats -
Classroom Walkthroughs -Final Performance Assessments -Dashboards

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

Assessment dates and data review meetings are scheduled on shared calendar. (updated as needed)

Person Responsible

Nicole McKay

Schedule

On 5/3/2017

Evidence of Completion

A copy of the shared calendar includes all necessary dates.

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

PLC minutes will reflect names of participants and the meeting outcomes.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/28/2016 to 5/17/2017

Evidence of Completion

Copies of PLC minutes are uploaded for review.

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

Stakeholders are using data to create data walls and conduct data chats.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/28/2016 to 5/17/2017

Evidence of Completion

The classroom walk throughs, meeting minutes, performance assessments, and dashboards show that data is being used to display and monitor results as well as drive instruction.

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

Administration will monitor school-wide testing and analysis expectations.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 8/17/2016 to 5/17/2017

Evidence of Completion

The evidence will show that testing took place within the assessment window. Additionally, the analysis of the data was completed by stakeholders and reviewed by administration.

G1.B2 There is a lack of training about interpreting data and use it to drive instruction **2**

 B220701

G1.B2.S1 Provide a variety of training opportunities to assist in developing rigorous instruction that is driven by data. **4**

 S233033

Strategy Rationale

By providing training to teachers, they will be able to develop lesson plans that will drive targeted instruction for whole group, small group, and individual students.

Action Step 1 **5**

Mandatory professional development training will be provided for instructional planning based on data analysis.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 8/10/2016 to 5/17/2017

Evidence of Completion

The professional development calendar and the training agenda will be collected.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Ongoing review of weekly lesson plans will show that instruction is developed based on the most recent data analysis.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 8/24/2016 to 5/17/2017

Evidence of Completion

Lesson plans and performance assessments will show that instruction is developed based on data.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Professional development will be documented on a monthly basis.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

The professional development calendar and agenda notice will be archived.

G2. Hancock Creek Elementary School will monitor progress and provide supports necessary for behavioral success when needed. 1

 G083283

G2.B2 The school has a limited number of strategies used with consistency to improve and/or support positive student behavior. 2

 B220703

G2.B2.S1 Develop school wide positive reinforcement program with a shared belief that teaching and practicing expected behaviors is critical. 4

 S233035

Strategy Rationale

By using a common language and reward system, student will recognize the importance placed on positive behavior at HCE.

Action Step 1 5

Design a reward/reinforcement program to promote a safe and positive learning environment.

Person Responsible

Deborah Nauss

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

A COLTS Cash program will be developed and implemented school wide.

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

Quarterly PBS Committee meeting participants will review the newly implemented COLTS Cash program in order to modify and improve its use school wide.

Person Responsible

Deborah Nauss

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Meeting Minutes will show how COLTS Cash is discussed, modified, and improved.

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

A survey of stakeholders and students will be taken to show the success and impact of COLTS Cash on rewarding and promoting positive behavior.

Person Responsible

Deborah Nauss

Schedule

Annually, from 3/1/2017 to 5/24/2017

Evidence of Completion

Results from the survey will be tabulated and shared with the PBS Committee to determine the program's effectiveness and established if and how to move forward in the future.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M302670	Assessment dates and data review meetings are scheduled on shared calendar. (updated as needed)	McKay, Nicole	8/17/2016	A copy of the shared calendar includes all necessary dates.	5/3/2017 one-time
G1.B1.S1.A1 A298543	Calendar of dates for assessments and for the meetings to review the data	McKay, Nicole	9/14/2016	Assessment and Meeting calendar for HCE.	5/3/2017 quarterly
G1.B1.S1.A2 A298544	Training & Support to review data with teams.	McKay, Nicole	9/14/2016	PLC minutes will reflect analysis of data and group discussion driven by 4 PLC questions.	5/3/2017 quarterly
G1.B1.S1.A3 A298545	Data walls are created and updated by stakeholders in order to monitor student progress, assess...	Phillips-Luster, Dr. Denise	9/14/2016	-Classroom Data Walls -School-Wide Data Walls -Student Portfolios -Data Chats -Classroom Walkthroughs -Final Performance Assessments - Dashboards	5/3/2017 quarterly
G1.MA1 M302675	Review STAR and i-Ready data to monitor continuous growth in academic achievement.	Phillips-Luster, Dr. Denise	8/31/2016	-STAR Data Reports -i-Ready Data Reports -Dashboard Data -PLC agenda and minutes	5/17/2017 monthly
G1.B1.S1.MA1 M302669	Administration will monitor school-wide testing and analysis expectations.	Phillips-Luster, Dr. Denise	8/17/2016	The evidence will show that testing took place within the assessment window. Additionally, the analysis of the data was completed by stakeholders and reviewed by administration.	5/17/2017 weekly
G1.B1.S1.MA2 M302671	PLC minutes will reflect names of participants and the meeting outcomes.	Phillips-Luster, Dr. Denise	9/28/2016	Copies of PLC minutes are uploaded for review.	5/17/2017 weekly
G1.B1.S1.MA3 M302672	Stakeholders are using data to create data walls and conduct data chats.	Phillips-Luster, Dr. Denise	9/28/2016	The classroom walk throughs, meeting minutes, performance assessments, and dashboards show that data is being used to display and monitor results as well as drive instruction.	5/17/2017 weekly
G1.B2.S1.MA1 M302674	Ongoing review of weekly lesson plans will show that instruction is developed based on the most...	Phillips-Luster, Dr. Denise	8/24/2016	Lesson plans and performance assessments will show that instruction is developed based on data.	5/17/2017 weekly
G1.B2.S1.A1 A298546	Mandatory professional development training will be provided for instructional planning based on...	Phillips-Luster, Dr. Denise	8/10/2016	The professional development calendar and the training agenda will be collected.	5/17/2017 monthly
G2.MA1 M302680	The number of student suspensions will decrease when compared to the 15-16 school year.	Nauss, Deborah	8/10/2016	Results from the collections of suspension data will be shared with stakeholders.	5/24/2017 quarterly
G1.B2.S1.MA1 M302673	Professional development will be documented on a monthly basis.	Phillips-Luster, Dr. Denise	8/10/2016	The professional development calendar and agenda notice will be archived.	5/24/2017 monthly
G2.B2.S1.MA1 M302678	A survey of stakeholders and students will be taken to show the success and impact of COLTS Cash on...	Nauss, Deborah	3/1/2017	Results from the survey will be tabulated and shared with the PBS Committee to determine the program's effectiveness and established if and how to move forward in the future.	5/24/2017 annually
G2.B2.S1.MA1 M302679	Quarterly PBS Committee meeting participants will review the newly implemented COLTS Cash program...	Nauss, Deborah	8/10/2016	Meeting Minutes will show how COLTS Cash is discussed, modified, and improved.	5/24/2017 quarterly
G2.B2.S1.A1 A298548	Design a reward/reinforcement program to promote a safe and positive learning environment.	Nauss, Deborah	8/10/2016	A COLTS Cash program will be developed and implemented school wide.	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. Hancock Creek Elementary School will use results of assessments to improve individual student performance and also to improve the instructional program.

G1.B1 Stakeholders do not have a systems approach to data analysis.

G1.B1.S1 Students need to complete assessments by a specific date and results need to be shared within 24-48 hours with all stakeholders.

PD Opportunity 1

Training & Support to review data with teams.

Facilitator

Engh, Lowther, Luster, McKay, Nauss, Young

Participants

Teachers

Schedule

Quarterly, from 9/14/2016 to 5/3/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Calendar of dates for assessments and for the meetings to review the data	\$0.00
2	G1.B1.S1.A2	Training & Support to review data with teams.	\$0.00
3	G1.B1.S1.A3	Data walls are created and updated by stakeholders in order to monitor student progress, assess instructional impact, and drive instruction.	\$0.00
4	G1.B2.S1.A1	Mandatory professional development training will be provided for instructional planning based on data analysis.	\$0.00
5	G2.B2.S1.A1	Design a reward/reinforcement program to promote a safe and positive learning environment.	\$0.00
Total:			\$0.00