

School District of Osceola County, FL

Hickory Tree Elementary School



2016-17 Schoolwide Improvement Plan

Hickory Tree Elementary School

2355 OLD HICKORY TREE RD, Saint Cloud, FL 34772

www.osceolaschools.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	No	75%
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	2017-18	2014-15	2013-14	2012-13
Grade	C	A*	B	B

**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 Osceola 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	7
Effective Leadership	8
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 Hickory Tree Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	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.

To achieve high levels of learning for all.

b. Provide the school's vision statement.

To outperform all elementary schools in the district.

2. School Environment

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

Hickory Tree is a community school. There are many established traditions throughout the school year that continue each year. Students are active participants in the traditions and parents show their support of the traditions. The voice of parents is heard at SAC meetings, PAC meetings, and through the annual survey. Students and parents attend our Meet Your Teacher event during pre-planning.

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

Hickory Tree is a parent friendly campus. Parents are able to walk their children to class, have lunch with them, and are active participants in our activities. Parents are required to check-in at the front office and wear their visitor badge on their chest. We have staff members on duty in the morning and afternoon, as well as safety patrols, to assist students. In the morning students are active. Teachers create classroom environments where students respect and learn from one another. Character education is embedded in teacher's instruction.

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.

HTE uses Positive Behavior Intervention Support as our school-wide system. As Hawks, we SOAR! Our school-wide expectations are Successful, Organized, Accept Responsibility, Respect. Each expectation has modeled behaviors attached to it. Teachers teach the expectations and revisit as necessary. Students earn talon tickets for positive behavior. Talon tickets can be used at the monthly school-wide trading post. Expectations are reinforced during the morning announcements.

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.

Our guidance counselor conducts class, group, and individual lessons based on need. She assists teachers with developing behavior plans as needed. She effectively communicates with staff, students, and parents. She oversees our FIT population, who receive weekly food bags and ensures their needs are met for the holidays. She also facilitates Red Ribbon Week, our college and career readiness ideas, Honorable Hawk (student of the month), and our Success Council to reward students for growth.

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.

On July 12th the Florida EWS report indicates we have 55 students in grades K-5 that have attendance below 90%, 10 students in grades K-5 who received 1 or more days of out of school suspension, 82 students in grades 3-5 who score a level 1 on the state assessment, and 13 students in grades K-5 who have 2 or more indicators.

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	10	9	10	4	10	12	0	0	0	0	0	0	0	55	
One or more suspensions	1	2	1	1	3	2	0	0	0	0	0	0	0	10	
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	27	36	19	0	0	0	0	0	0	0	82	

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	1	0	3	5	4	0	0	0	0	0	0	0	13	

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

Based on this information, we use our Hawks on the Hunt to Perfect Attendance to reward classes whose students are present from bell to bell in 10 day increments. The AP will also contact parents regarding absences. Those students who had a suspension will meet with the guidance counselor for appropriate, positive behavior lessons as needed (one in August and September to get them started on the right foot). The MTSS team will closely monitor the level 1 students and provide interventions as needed.

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

Hickory Tree Elementary works to keep parents involved in their child's education. They have access to the campus in the morning, during lunch, during our traditions activities, etc. They feel welcome and volunteer in different areas during the school day, chaperone field trips, and participate in our events. During the 2016-2017 school year our goal is to continue to achieve 9,000 parent involvement hours. Our school will use the OASIS volunteer program hours to measure our results. During the 2015-2016 school year we earned 9,428 parent volunteer hours. The principal also does dial-outs throughout the school year reminding the parents what is going on, encouraging them to participate, inviting them to SAC/PAC, etc. The 2016-2017 SAC/PAC dates were sent home in the student's first day packets so parents can plan ahead to attend. Teachers also have parent conferences with parents to share data and their child's progress.

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.

We have a Partner in Education Coordinator who builds and sustains partnerships with the local community. In July, the Principal, Bookkeeper, and Coordinator visited local businesses to build partnerships. We held a Partners in Education breakfast in September. Several partners participate in our events. They are invited to be active members of our SAC.

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
Vislocky, Karen	Principal
Palmer, Rosanna	Instructional Coach
Langley, Ashlee	Instructional Coach
Laughrey, Sandra	Assistant Principal
Rosado, Christine	Instructional Coach
Hutchinson, Beverly	Instructional Media
Stake, Jessica	School Counselor
Nieman, Hope	Other

b. Duties

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

Principal – Karen Vislocky: In collaboration with the staff, this year's staff commitments were developed in regards to Doing the right work (instruction), In the Right Way (work attitude), At the right time (work habits), In collaboration with colleagues (collaboration). The principal clearly communicates the mission and vision, shares school wide data with staff, and conducts frequent classroom walk-throughs in order to provide specific feedback on the instruction taking place. Monthly PLC Facilitator meetings are held so each grade level can discuss topics with their teams and shared decisions can be made. Weekly leadership team meetings keep all members up to date on the instructional level of the school. It is also a time for us to discuss data. Voluntary curriculum meetings

are held approximately two times a month to support teacher instruction. The school's schedule allows teams to meet as a PLC three times a month to develop common goals, common formative and summative assessments, and analyze data to drive instruction and impact professional practice. The expectation is that teams are meeting weekly as a PLC. Lastly, she is an active member of the MTSS team.

Assistant Principal – Sandra Laughrey: Conducts classroom walk-throughs and provides specific feedback to the teachers. She oversees discipline so the classroom learning environment is conducive to learning for all students. She works with teachers and paraprofessionals in regards to best practices for remediating students. She serves on the MTSS team and is also the Testing Administrator.

Literacy Coach – Rosanna Palmer: Attends literacy coach meetings, provides PD, and supports teachers with their reading and writing instruction. She serves as a member of the MTSS team. She leads the Literacy Council and support the Writing Council. She supports a grade level during PLC time.

Math/Science Coach - Ashlee Langley: Attends coach meetings, provides PD to teachers, and supports their math/science instruction. She serves as a member of the MTSS team. She leads the Math Council and supports the Science Council. She supports a grade level during PLC time.

LRS (MTSS Coach) - Christine Rosado: Attends MTSS Coach meetings, analyzes data with grade levels, leads the MTSS team and process by collaborating with teachers, parents, and the school psychologist to support implementation of Tier 2 and Tier 3 interventions. She collaborates with the School Psychologist and Resource Compliance Specialist to identify, refer, assess, and communicate with the family of students who are failing to make significant progress after receiving Tier 1, Tier 2, and individualized, specifically targeted Tier 3 instructional intervention(s).

Guidance Counselor - Jessica Stake: Provides class, group, and individual counseling. She is also the Testing Coordinator and conducts gifted screenings.

Media Specialist - Bev Hutchinson: Attends Media Specialist meetings, supports teachers in the skill and will of reading, and is our Test Coordinator.

Resource Compliant Specialist - Hope Nieman: Attends RCS meetings, supports ESE teachers in data analysis, instructional strategies, and paperwork compliance.

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.

Following school wide baseline and benchmark progress monitoring, the team analyzes and disaggregates data, identifying strengths and weaknesses within the grade level, with a focus on groups or populations to address Tier 1 needs that become apparent. Monthly, the MTSS Team analyzes grade level comparative data to ensure student needs are being targeted with effective interventions at the Tier 2 level. The leadership team collaborates to provide professional development for teachers on implementation of academic and/or behavior interventions, accommodations, and modifications. Students who are failing to make significant progress receive Tier 3 individualized analysis and interventions as needed and are monitored weekly.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

We are not a Title I school, but listed here is how we use the funds provided to our school in the selected areas.

SAI (Supplemental Academic Instruction) funds are utilized at Hickory Tree Elementary School during the school day in third-fifth grade for math and reading for fifty minutes three days a week, with session 1 beginning in October and ending in December. Session 2 begins in January and ends in March. Kindergarten through second grade receive one session of reading twice a week in April-May. The students who are targeted for this program are bubble students. 4th grade also includes Writing and 5th includes Science from January to April.

FIT (Family in Transitions) funds are utilized at Hickory Tree. Our guidance counselor serves as the designated liaison to provide food bags each weekend to families in need. Domestic resources are provided as needed. Local community resources are coordinated through the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Karen Vislocky	Principal
Jessica McCard	Teacher
Jennifer Wagner	Teacher
Melodie Griffin	Parent
Susan Sanchez	Parent
Feather Landon	Parent
Mary (Missy) Mann	Parent
Jennifer Dabrowski	Parent
Cathy Ming	Parent
Amanda Mann	Parent
Kim Castro-Stevens	Teacher
Jessica Jones	Parent
Linda Lytle	Business/Community
Tanya Snellings	Parent
Tabetha Heath	Parent
Kim Smith	Parent
Ashley Avant	Business/Community
Danielle Ullrich	Parent
Stephen Reid	Teacher
Wendy Evans	Teacher
Wayne Fallis	Parent
Rose Zemba	Parent
Sandy Laughrey	Education Support Employee
Christine Rosado	Teacher
Kelley Collins	Education Support Employee
Amber Ellis	Parent
Thomas Lord	Parent
Bethany McCormick	Parent
Sharon Olson	Parent
Doreen Bourque	Teacher
Patty Herodier	Parent
Caroline Gembutis	Teacher
Ivan Garneff	Parent
Kathleen Fry	Parent
Kristie Rupchand	Education Support Employee
Cara Rentz	Parent
Danae Garneff	Parent
	Student

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

2016 data and the draft SIP was shared with SAC at our August meeting and input was collected. SAC approved the 2016-2017 SIP at our September meeting.

b. Development of this school improvement plan

SAC is involved in the development of the SIP by being asked to participate in creating the plan and reviewing the finalized plan.

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

The budget is presented to SAC and input is heard before decisions are made by the Principal.

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

The SAC budget at this time is \$7,934.62. School improvement funds will be used for staff professional development, educational materials for students, and educational conferences for teachers.

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
Vislocky, Karen	Principal
Palmer, Rosanna	Instructional Coach
Gault, Brittany	Teacher, K-12
Fallis, Kristine	Teacher, K-12
Fleming-Chambers, Anna (Kathy)	Teacher, K-12
Soos, Jennifer	Teacher, K-12
Gialames, Christine	Teacher, K-12
Griggers, Cindy	Teacher, K-12
Dumford, Cory	Teacher, K-12
Hupe, Mary	Teacher, ESE
Hutchinson, Beverly	Instructional Media

b. Duties

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

The Literacy Leadership Team will focus on guided reading, close reading, text dependent questions, and written reading responses using the reader, writer, editor model. The team will review and discuss look-for data compiled from Literacy Coach walk-throughs to identify glows and grows. The goal is to prepare students for success on the Florida Standards Assessment and to have a love of reading throughout the school year. The literacy coach will offer PD, model, and support teachers as they practice these instructional foci.

Students are rewarded for MyOn participation. School-wide goals are set and rewards are awarded in increments of 3000 points. At Hickory Tree, students read more when they read what they want to read!

The Literacy Leadership Team continues to involve the community in reading. We plan to host a literacy night during Literacy Week in January 2017.

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.

The Principal shared her expectations for collaboration during pre-planning. Our goal is for our culture to be one of collaboration. Teachers created our staff commitments during pre-planning. Grade levels have shared what day they meet weekly for collaboration when they don't use Wednesday early release days. Collaborative planning nights, after school hours, have been created near the end of each nine weeks for each grade level to plan collaboratively for the upcoming nine weeks. Common assessment data is discussed during PLC time as instructional decisions are made for "our students".

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

In order to recruit and retain high quality, effective teachers that will strengthen the culture of our school, Hickory Tree has implemented an interview team made up of a variety of staff members from various grade levels and interest areas (ESE, office) to conduct interviews of potential candidates for the school. All candidates that are interviewed must be highly qualified in order to be interviewed by the team. The people responsible for recruiting and retaining effective staff are the Administrative team. In order to assist in retaining qualified staff members, we strive to promote a positive culture that supports teaching, learning, collaboration, and high expectations. Teachers new to HTE are assigned a mentor to help them get acclimated.

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

Teachers new to HTE are assigned a mentor to help them get acclimated and have a successful school year. Within the first week of school there is a meeting introducing the mentors and mentees. Each 9 weeks we meet to check in and monitor the program. The mentor is an effective colleague within their grade level.

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.

During pre-planning time was spent on updating teachers on the 2016-2017 curriculum updates, including balanced literacy and flexible facilitation in math. Voluntary curriculum meetings occur throughout the school year for teachers to receive PD. The Literacy and Math/Science Coach provide support to the teachers by modeling, discussing data/instruction, and providing resources. Administration will ensure implementation during walk-throughs and provide specific feedback.

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.

Grade levels create common assessments, discuss data results, and make instructional decisions to increase learning. They also utilize the iReady assessments. They work in collaboration with the MTSS Coach to disaggregate data, discuss instruction, and modify lessons as needed to meet the needs of those students scoring below grade level, as well as those above grade level. Each grade level regroups iii groups based on the current data. The MTSS Coordinator is a part of these discussions so movements within tiers can happen as needed. Grade levels will also meet with Administration to discuss data trends after iReady progress monitoring. The Principal also shares school-wide data with the school with staff and gives the teachers time to discuss how it impacts their instruction.

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: Extended School Day

Minutes added to school year: 5,655

Students are able to access the computer lab prior to school beginning for remediation. Tier 2 students are invited to the labs in the morning and attendance is taken as an intervention. Also, teachers work with the lowest quartile and “bubble” students during block 3 days a week. We use researched based programs (Journeys Write-in Readers, Journey's Toolkit, leveled readers, Do the Math and Go Math Strategic Interventions) to provide remediation.

ACCEL is offered to our more capable students, so opportunities for enrichment and acceleration are provided. ACCEL was not counted in the minutes, as this replaces core instruction.

Minutes added to the school year:
Computer time in the morning = 2655
Remediation at block = 3000
Total = 5655

Strategy Rationale

Utilization of supplemental computer based instruction and small group instruction using researched based programs are effective strategies to increase student gains.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Laughrey, Sandra, laughres@osceola.k12.fl.us

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

Every other week teachers assess students on the instructional content and analyze the data to drive the remediation. The assessment is done in the small group setting utilizing assessments from the program, running records, and/or recounting stories or information. As a district, we progress monitor Tier 1 students in grades K-5 using iReady three times a year. At Hickory Tree, we use iReady for progress monitoring of Tier 2 and Tier 3 students. The data is analyzed by the individual instructors and the MTSS team monitors the data for the Tier 2 and Tier 3 students. The committee routinely meets to review data on the selected students. Placements in and out of remediation are discussed as are alternate interventions for students not making progress.

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.

Hickory Tree Elementary has a half day pre-kindergarten program. Pre-K provides a balanced instructional approach to learning skills necessary for kindergarten. Throughout the year, there are vertical articulation meetings with grade levels.

As a school, we discuss being college and career ready. Each classroom has a Class of sign that

represents their high school graduation year. We also provide college and career information on the morning announcements.

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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

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.** Hickory Tree Elementary will effectively and efficiently support staff in creating a guaranteed and viable curriculum using common assessments, with a focus on using the data to differentiate in order to meet the needs of all students.

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. Hickory Tree Elementary will effectively and efficiently support staff in creating a guaranteed and viable curriculum using common assessments, with a focus on using the data to differentiate in order to meet the needs of all students. 1a

G085381

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	82.0
FSA ELA Achievement	72.0
ELA/Reading Lowest 25% Gains	60.0
FSA Mathematics Achievement	74.0
Math Lowest 25% Gains	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of differentiation strategies for the lowest quartile students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District curriculum maps, district adopted curriculum, professional development on differentiation, school/district initiatives, guided reading library, close reading, common district summative assessments, common formative assessments, data discussions, and observations and feedback by Administration.
- Professional development and modeling from coaches and other colleagues on standards, differentiation, school/district initiatives, guided reading library, close reading, flexible facilitation, instructional strategies. Teacher collaboration through grade level planning, creating common assessments, analyzing data, and refining professional practice.

Plan to Monitor Progress Toward G1. 8

iReady Reading and Math

Person Responsible

Karen Vislocky

Schedule

Triannually, from 8/3/2016 to 5/30/2017

Evidence of Completion

Percentage of growth for the lowest quartile students and percentage of students on grade level and above.

Plan to Monitor Progress Toward G1. 8

Common Assessments

Person Responsible

Karen Vislocky

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

80% of students mastering the standards.

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. Hickory Tree Elementary will effectively and efficiently support staff in creating a guaranteed and viable curriculum using common assessments, with a focus on using the data to differentiate in order to meet the needs of all students. 1

G085381

G1.B1 Lack of differentiation strategies for the lowest quartile students. 2

B227067

G1.B1.S1 Our strategy for reducing this barrier is to investigate various differentiation strategies, utilize iReady, identify lowest quartile students in each grade level, and use the MTSS process to support instruction. PD will be provided and support given to grade levels using the MTSS process. 4

S239589

Strategy Rationale

Effective differentiation for all students will increase student achievement, with a focus on our lowest quartile.

Action Step 1 5

Provide PD opportunities on balanced literacy, close reading, vocabulary instruction, flexible facilitation, I-Ready, LLI.

Person Responsible

Rosanna Palmer

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PD Attendance, Observations from classroom visits implementing what learned.

Action Step 2 5

Support and monitor identified lowest quartile students.

Person Responsible

Christine Rosado

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

MTSS attendance and tracking sheets, MTSS meeting notes, data.

Action Step 3 5

Facilitate PLC collaboration as it relates to common assessments and data analysis.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PLC interactive binders, Classroom walk-throughs.

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

Provide PD opportunities.

Person Responsible

Rosanna Palmer

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

Evidence of Completion

Observations from classroom visits implementing PD.

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

Support and monitor identified lowest quartile students

Person Responsible

Christine Rosado

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PLC notes, participation in grade level PLCs, common assessment data, iii regroupings, data chats.

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

Facilitate PLC collaboration as it relates to common assessments and data analysis.

Person Responsible

Karen Vislocky

Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PLC interactive binder, Observations from classroom walk-throughs and assessment observations.

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

Conduct on-going observations to ensure fidelity of implementation of common assessments, data analysis, and growth of the lowest quartile students.

Person Responsible

Karen Vislocky










Schedule

Monthly, from 8/3/2016 to 5/30/2017

Evidence of Completion

PLC interactive binder evidence, Assessment data, Observations from classroom walk-throughs and assessment observations,

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.MA1  M317785	iReady Reading and Math	Vislocky, Karen	8/3/2016	Percentage of growth for the lowest quartile students and percentage of students on grade level and above.	5/30/2017 triannually
G1.MA2  M317786	Common Assessments	Vislocky, Karen	8/3/2016	80% of students mastering the standards.	5/30/2017 quarterly
G1.B1.S1.MA1  M317781	Conduct on-going observations to ensure fidelity of implementation of common assessments, data...	Vislocky, Karen	8/3/2016	PLC interactive binder evidence, Assessment data, Observations from classroom walk-throughs and assessment observations,	5/30/2017 monthly
G1.B1.S1.MA1  M317782	Provide PD opportunities.	Palmer, Rosanna	8/3/2016	Observations from classroom visits implementing PD.	5/30/2017 quarterly
G1.B1.S1.MA2  M317783	Support and monitor identified lowest quartile students	Rosado, Christine	8/3/2016	PLC notes, participation in grade level PLCs, common assessment data, iii regroupings, data chats.	5/30/2017 monthly
G1.B1.S1.MA5  M317784	Facilitate PLC collaboration as it relates to common assessments and data analysis.	Vislocky, Karen	8/3/2016	PLC interactive binder, Observations from classroom walk-throughs and assessment observations.	5/30/2017 monthly
G1.B1.S1.A1  A310201	Provide PD opportunities on balanced literacy, close reading, vocabulary instruction, flexible...	Palmer, Rosanna	8/3/2016	PD Attendance, Observations from classroom visits implementing what learned.	5/30/2017 quarterly
G1.B1.S1.A2  A310202	Support and monitor identified lowest quartile students.	Rosado, Christine	8/3/2016	MTSS attendance and tracking sheets, MTSS meeting notes, data.	5/30/2017 monthly
G1.B1.S1.A3  A310203	Facilitate PLC collaboration as it relates to common assessments and data analysis.	Vislocky, Karen	8/3/2016	PLC interactive binders, Classroom walk-throughs.	5/30/2017 monthly

V. Professional Development Opportunities

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

G1. Hickory Tree Elementary will effectively and efficiently support staff in creating a guaranteed and viable curriculum using common assessments, with a focus on using the data to differentiate in order to meet the needs of all students.

G1.B1 Lack of differentiation strategies for the lowest quartile students.

G1.B1.S1 Our strategy for reducing this barrier is to investigate various differentiation strategies, utilize iReady, identify lowest quartile students in each grade level, and use the MTSS process to support instruction. PD will be provided and support given to grade levels using the MTSS process.

PD Opportunity 1

Provide PD opportunities on balanced literacy, close reading, vocabulary instruction, flexible facilitation, I-Ready, LLI.

Facilitator

Administrators, Literacy and Math/Science Coach, MTSS Coach

Participants

Teachers, Paras

Schedule

Quarterly, from 8/3/2016 to 5/30/2017

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	Provide PD opportunities on balanced literacy, close reading, vocabulary instruction, flexible facilitation, I-Ready, LLI.	\$0.00
2	G1.B1.S1.A2	Support and monitor identified lowest quartile students.	\$0.00
3	G1.B1.S1.A3	Facilitate PLC collaboration as it relates to common assessments and data analysis.	\$0.00
Total:			\$0.00