2013-2014 SCHOOL IMPROVEMENT PLAN

Hickory Creek Elementary School

235 HICKORY CREEK TRL
Saint Johns, FL 32259
904-547-7450
http://www-hce.stjohns.k12.fl.us/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	9%

Alternative/ESE Center	Charter School	Minority Rate
No	No	12%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Hickory Creek Elementary School

Principal
Paul Goricki

School Advisory Council chair
LaVerne Love

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Paul Goricki	Principal
Marcela Knight	Assistant Principal
Todd Watson	Instructional Literacy Coach

District-Level Information

District
St. Johns

Superintendent
Dr. Joseph G Joyner

Date of school board approval of SIP
10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Hickory Creek's School Advisory Council is comprised of 20 parents, administrators, faculty and staff members and community representatives. SAC officers include: co-chairpersons LaVerne Love (teacher) and Angela Goldsmith (parent), Secretary Alicia Kaelin and Treasurer Jenny Mahne. Parent representatives include: Jenifer Wolcott, Sid Raper, Laura Gomez, Meredith Connell, Kalyani Gandepalli, Mike Glass and Jodi Glass. Administration is represented by Dr. Paul Goricki, Principal. Teacher representatives include Michaeleen Chalut, Gil Naft and Sandra Turnipseed. Noninstructional staff is represented by Kenny Young. Mary Mittlestadt and Kathy Hansbury represent the general community. Approximately twenty percent of HCE's SAC representation is comprised of individuals with minority backgrounds.

Involvement of the SAC in the development of the SIP

In addition to parent, teacher and student responses to the spring needs assessment surveys, legislative, state and district initiatives contribute to the formation of the annual school improvement plan. A draft SIP prepared by school administrators in August is submitted to the school advisory council for

review and approval in September. Recommendations are incorporated into a final version of the school improvement plan that is submitted to the school board for approval.

Activities of the SAC for the upcoming school year

During the 2013-14 School Year, Hickory Creek's School Advisory Council will review and approvethe school improvement plan, approve the funding proposal for school recognition funds, develop a plan for disseminating needs assessment surveys and further the work of the school's anti-bullying program. Council members will be encouraged to assume a leadership role in promoting Common Core Standards and the implementation of district curriculum maps.

Projected use of school improvement funds, including the amount allocated to each project

The availability of new school improvement funds is uncertain at this time.. Historically, school improvement monies at Hickory Creek have been allocated for the professional development of teachers, rooted in the philosophy that "schools will grow as their teachers grow".

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Paul Goricki		
Principal	Years as Administrator: 32	Years at Current School: 8
Credentials	Ed.D., Educational Leadership, Nova Southeastern, 1989 M.A., Educational Leadership, Western Michigan University, 1982 B.A., Elementary Education, Western Michigan University, 1978	
Performance Record	Founding Principal, Hickory Creek Elementary School, Florida 'A' Ranking, 2006-2013 2013 School Grade: 625 Total Points	

Marcela Knight		
Asst Principal	Years as Administrator: 4	Years at Current School: 1
Credentials	M.A., Educational Leadership, Walden University, 2009 B.A., Elementary Education, Flagler College, 2004 Certification Areas: Educational Leadership K-12, Elementary Education K-6, Exceptional Student Education K-12, Middle Grades Integrated Curriculum 5-9, Gifted Education K-12, ESOL K-12	
Performance Record	Assistant Principal, Wards Creek Elementary School 'A' Ranking, 2011 and 2012.	

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Todd Watson		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	M.A., Educational Leadership, University of North Florida B.A., Elementary Education, University of Northern Iowa Reading Endorsement	
Performance Record	Hickory Creek Elementary School 2011-2013, 'A' Ranking School.	

Classroom Teachers

# of classroom teachers

52

 # receiving effective rating or higher

52, 100%

 # Highly Qualified Teachers

94%

 # certified in-field

51, 98%

 # ESOL endorsed

31, 60%

 # reading endorsed
4, 8%

 # with advanced degrees
20, 38%

 # National Board Certified
4, 8%

 # first-year teachers
5, 10%

 # with 1-5 years of experience
12, 23%

 # with 6-14 years of experience
12, 23%

 # with 15 or more years of experience
23, 44%

Education Paraprofessionals

# of paraprofessionals
3

 # Highly Qualified
3, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

In identifying highly-qualified, effective teacher applicants, the principal considers the Gallup Teachers Insight score, undergraduate and graduate degrees, certification areas and previous employer references. During the interview process strategically designed interview questions, student growth data and teacher and administrator recommendations are used when recruiting teachers for Hickory Creek Elementary School. Only certified-in-field, Marzano Effective-rated professionals are considered for faculty openings. During the three-year period from 8/10 to 8/13, 87 percent of the faculty recruited to teach at Hickory Creek have been retained by the school. Upon hire teachers are assigned mentors, given various opportunities for professional development and receive feedback from formal and informal observations in order to effectively transition them to the school's culture and ensure they are able to meet its highest standards and expectations.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

During their transition to Hickory Creek's culture and traditions, teachers new to HCE are assigned a mentor who will assists in on-site training on procedures and policies and acts as a resource for curriculum implementation. Mentors are selected for demonstrated expertise in their field and experience in facilitating the growth of their peers. At the beginning of the school year, mentor/mentee pairs participate in a training which explains the Mentorship opportunity and expectations. Pairs are also given a checklist of items to address over the course of two weeks before meeting with administration to reflect upon their transition and identify any present needs. Throughout the school year, pairs are asked to document the time they spend collaborating. At the end of the first and second semesters, teachers are required to meet with an administrator to discuss their growth, observations, professional development, goals and upcoming evaluations.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

HCE's data-based problem-solving process begins with the identification of trends and patterns using school-wide, grade-level, classroom, and individual student data. Each week the school-based MTSS leadership team meets with grade-level teachers, completing a schoolwide rotation every six weeks. During these meetings teachers share concerns and assist in reviewing academic and behavioral data. We also use this time to answer any questions pertaining to MTSS. The MTSS team ensures that Tier 1-related professional development is provided. If there is a need for professional development at the Tier 2 level, the team analyzes universal screener, academic, and behavioral data. If the Team determines that a child meets the criteria for a Tier 2 plan during this analysis, implementation begins. Plans include intervention strategies and progress monitoring tools. Parents are invited to the MTSS meetings to discuss their child's progress and needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

ILC-sets up meetings, coordinates universal screener schedule, pulls Tier 1 data, facilitates meeting, contacts parents, fidelity checks, sets up tutoring schedule, provide training as needed.
School Psychologist-document meeting notes, ensures that district policies and procedures are being implemented, follow up with evaluations if necessary, write MTR report, provide feedback regarding the effectiveness of interventions.
Guidance-follows up with counseling or 504 concerns
Speech/Language Pathologist-screens students with possible language concerns
Administration-gathers consent for evaluation, participates in meetings.
Behavior Specialist-assists with writing FBA/BIPs, provides feedback pertaining to behavioral concerns.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Instructional Literacy Coach monitors the implementation of interventions during classroom visits and provides training as necessary to teachers and support staff to ensure fidelity. The school

improvement plan is developed collaboratively with the Leadership Team, teachers and the School Advisory Council. Implementation of

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The MTSS Team uses a variety of data sources for students at the Tier 1 Level of support. Data sources include: FCAT results, Discovery Education, STAR, DRA, District Formative Assessments, and teacher records. At Tier 2 and Tier 3 levels, the MTSS Team will continue to monitor Tier 1 data along with the student's progress from their MTSS plan.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

A rotating Wednesday schedule provides support for staff to problem solve with the MTSS Core Team. This team meets formally every six weeks and as needed. The parents are invited to their child's meeting, to provide support for them through the process of MTSS.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 0

The before- and after-school program extended day program offers K-6 enrolled students a variety of enrichment activities including homework assistance, independent reading for pleasure, interactive games and play, and structured cross-curricular activities. Students may also participate in after school group musical and choral instruction. In addition, students in the after-school program may enroll in activities conducted by outside vendors such as drawing/painting, foreign language instruction, and dance study.

Strategy Purpose(s)

• Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

An open line of communication is maintained between the extended day coordinator and participating families for the purpose of identifying and addressing concerns. Teachers and extended day staff collaborate to best meet the needs of students in the program. The extended day staff and teachers communicate to monitor progress of individual students.

Who is responsible for monitoring implementation of this strategy?

Extended Day Coordinator Cathy Bright

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Paul Goricki	Principal
Marcela Knight	Assistant Principal
Todd Watson	Instructional Literacy Coach
Sue Benes	Teacher
Amie Miller	Teacher
Alison Moody	Teacher
Suzie Williams	Teacher
Laura Eads	Teacher
Jennifer Wood	Teacher

How the school-based LLT functions

The LLT attended the 2013 Common Core Standards Summer Institute to better understand the implications of implementing the CCSS at all grade levels, including the integration of complex text, increased use of non-fiction based text, close reading of text and integrated literacy instruction. The team meets quarterly to discuss professional development opportunities and initiatives that would facilitate teacher understanding of our literacy based goals and how to meet those expectations. During the school year the LLT will facilitate professional development sessions and act as a resource to all teachers as they grow and learn.

Major initiatives of the LLT

Major initiatives of the LLT this year will include facilitating training for staff on CCSS and the implications for changes to instructional practices, securing resources to increase the collection of non-fiction text at all grade levels, providing training to teachers to successfully implement curriculum maps, and providing training to teachers to effectively integrate Reading and Writing Instruction in all content areas.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Prekindergarten students who have been identified by the district's referral process are found eligible for prekindergarten studies offered at specific locations. These students transition to Hickory Creek Elementary School and are monitored for performance and achievement compared to their peers using the MTSS model. Prekindergarten students who require speech or language therapy are able to access walk-in therapy sessions at our location during the school year. All K-2 students arere monitored to ensure success at the same rate of their peers. If students begin to struggle academically, socially or behaviorally, they are referred to the MTSS team in order to begin interventions and monitor progress.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	86%	No	90%
American Indian				
Asian				
Black/African American				
Hispanic	73%	81%	Yes	75%
White	89%	85%	No	90%
English language learners				
Students with disabilities	65%	65%	Yes	69%
Economically disadvantaged	74%	67%	No	77%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	90	23%	25%
Students scoring at or above Achievement Level 4	241	63%	65%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	176	74%	80%
Students in lowest 25% making learning gains (FCAT 2.0)	23	77%	78%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		85%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		67%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		57%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	113	78%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	88%	89%	Yes	90%
American Indian				
Asian				
Black/African American				
Hispanic	73%	81%	Yes	75%
White	89%	89%	Yes	90%
English language learners				
Students with disabilities	63%	54%	No	66%
Economically disadvantaged	68%	70%	Yes	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	30%	31%
Students scoring at or above Achievement Level 4	230	60%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	175	73%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	76%	80%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	31%	33%
Students scoring at or above Achievement Level 4	52	43%	47%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	80		88
Participation in STEM-related experiences provided for students	807	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	70	9%	6%
Students retained, pursuant to s. 1008.25, F.S.	5	1%	1%
Students who are not proficient in reading by third grade	19	4%	2%
Students who receive two or more behavior referrals	2	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	2	1%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Hickory Creek uses the Keeping Track system and PTO web site to monitor volunteer hours (12,747 in 2012-2013) and to qualify for the Golden School Award. The school communicates current and upcoming events, educational findings, instructional insights and legislative updates through the monthly Hawks Nest school newsletter, which is sent home via an email alert to all families to Each teacher

maintains an active website for parent communication and an established database of email addresses. PTO regularly communicates with all families to encourage involvement in school activities and volunteerism. Parents have access to student achievement scores, test results and grades online through the Home Access Center. Time is allocated each semester for teachers to conduct parent-teacher conferences.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
to increase the number of parents actively involved in the life of the school by 5%	645	80%	85%

Area 10: Additional Targets

Additional targets for the school

Hickory Creek believes that character education is important to the development of the whole child. HCE administration requires teachers to integrate the Character Counts! pillars into the curriculum, their classroom management plans, and classroom culture. School-wide assemblies occur monthly to recognize students who demonstrate positive character traits on campus. Families are encouraged to attend and celebrate with their children. The school guidance counselor conducts classroom character lessons, facilitates social-skills groups and monitors student success. In 2013-2014, teachers have formed two new professional learning communities to address an additional target in the area of Character Education. A PLC will be established to focus on integrating the Character Counts! and the CCSS. A second PLC will be established to design and implement student data notebooks which will include academic and personal goals for achievement encouraging the growth of student leaders.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the number of children recognized for leadership.	720	90%	95%

Goals Summary

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS.

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

G3. All students at Hickory Creek will pursue a leadership role in their school with the encouragement from an adult on campus.

Goals Detail

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- District developed curriculum maps, content area cadres, supplemental nonfiction reading materials and district and school based professional development opportunities in the areas of the following: curriculum maps, C-Palms, Complex Text, Close Reading, ELA integrations, designing rubrics and scales, scientific method and inquiry model, technology integration and data-driven decision making.

- District developed curriculum maps, content area cadres, supplemental nonfiction reading materials and district and school based professional development opportunities in the areas of the following: curriculum maps, C-Palms, Complex Text, Close Reading, ELA integrations, designing rubrics and scales, scientific method and inquiry model, technology integration and data-driven decision making.

Targeted Barriers to Achieving the Goal

- Time needed to find valuable resources to address new standards

Plan to Monitor Progress Toward the Goal

Quarterly student assessments. Teacher observations will indicate curriculum maps are being effectively implemented by use of appropriate learning goals and scales, learning tasks and assessments.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, Instruction Literacy Coach

Target Dates or Schedule:

Daily, weekly, monthly and quarterly

Evidence of Completion:

Increased percentage of students mastering grade level standards quarterly and on the FCAT 2.0

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Marzano's Art and Science of Teaching, District and School based professional development targeting use of learning goals and scales, Peer Evaluator, EEE tool, Marzano Research Library, C-Palms, District developed curriculum maps

Targeted Barriers to Achieving the Goal

- Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction.

Plan to Monitor Progress Toward the Goal

observe teachers learning goals becoming more specific, clearly stated, and referred to during a lesson; as well as rubrics and scales will be directly aligned to specific learning goals.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal James Lee, Peer Evaluator

Target Dates or Schedule:

During teacher observations

Evidence of Completion:

Each learning goal will be based on a grade appropriate standard and accompanied by a scale or rubric which identifies what students must do or be able to know in order to reach a certain level on the scale towards mastery.

G3. All students at Hickory Creek will pursue a leadership role in their school with the encouragement from an adult on campus.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Character Counts!, Guidance Counselor, Safety Patrol Coordinator, Student Council Coordinator, Chorus/Band/Dance Coordinator, St. Johns Sheriff's Youth Resource Deputy, Student data notebooks for goal setting, Accelerated Reader Incentive program

Targeted Barriers to Achieving the Goal

- Some student and/or their caregivers have a low self image and do not view themselves as leaders.

- Some students missing 10+ days of school, may not be afforded as many opportunities to lead.

- An increased awareness of bullying may deter some students from standing out from their peers in a leadership role.

Plan to Monitor Progress Toward the Goal

Students will request to participate in leadership opportunities such as Safety Patrol, Chorus, Dance, Band, Student Council and classroom leadership roles such as classroom helpers. Students will also begin to suggest leadership roles and responsibilities new to HCE. Students will begin to see themselves as leaders and role models.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Patricia Regina, Guidance Counselor

Target Dates or Schedule:

daily

Evidence of Completion:

Participation in clubs and organizations will increase. Reports of bullying incidents will decrease. The number of students being referred with discipline referral will decrease. The number of out of school and in school suspensions will decrease.

Action Plan for Improvement

Problem Solving Key

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

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS.

G1.B1 Time needed to find valuable resources to address new standards

G1.B1.S1 Lunch and resource schedules have been created to ensure teachers within grade levels are given time to collaborate (4 hours/week). Two early release Wednesday per month have been reserved for teacher team or individual planning (3 hours/month). One Wednesday per six weeks is designed for all students in a grade level to attend Music, Art, Physical Education and Technology while teachers meet with the LLT to collaborate, plan, monitor student progress, receive PD and plan as a team (4 hours/6 weeks). PD opportunities have also been designed to focus on implementing the curriculum maps.

Action Step 1

Reserved time for grade level teams to collaborate

Person or Persons Responsible

Dr. Goricki, Principal Marcela Knight, Assistant Principal Tood Watson, Instructional Literacy Coach

Target Dates or Schedule

Daily, weekly, monthly and once each six weeks.

Evidence of Completion

PLC attendance logs, Administrative observation of grade level meetings, agenda and minutes from 6-week grade level meetings (WOW).

Facilitator:

Marcela Knight, Assistant Principal Todd Watson, ILC Brian Morgan, Social Studies/ Science Specialist Jonathan Pounds, Renaissance Trainer

Participants:

Dr. Goricki, Principal Marcela Knight, Assistant Principal Tood Watson, Instructional Literacy Coach

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

adherence to agendas, schedules and timelines, teacher resources during instruction will reflect in increased awareness of the standards and implications for instruction, such as an increased use of non-fiction text and integration of reading and writing in all content areas.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal

Target Dates or Schedule

Daily, weekly, monthly during collaborative meetings, as well as during pre/post evaluative conferences

Evidence of Completion

student achievement growth on district formative assessments, DE assessment and FCAT 2.0, teacher awarded in-service points and highly effective ratings on teacher classroom observations.

Plan to Monitor Effectiveness of G1.B1.S1

Student Achievement data will show growth at a trend comparable to their peers and at target for at least a year's growth and mastery of grade level standards. Teacher observations will indicate use of curriculum maps to design learning goals and tasks.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, Instructional Literacy Coach

Target Dates or Schedule

Daily, weekly, monthly

Evidence of Completion

Student will reach mastery of grade level targets and/or make at least one year's growth. All teachers will receive a highly effective rating on their summative evaluation.

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

G2.B1 Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction.

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of CCSS and how CCSS is driving change to instructional practices.

Action Step 1

Topics will include: September: Curriculum Maps October: Effective Science instruction and teaching reading/writing during Science November: ELA across the content areas December: Using data to make instructional decisions January: Analyzing DFA results and mastery teaching February: C-Palms and Curriculum area leaders presentations March: Higher Order Thinking and Asking the right questions April: Teacher as faciliator

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, Instructional Literacy Coach

Target Dates or Schedule

On the second early release Wednesday of each month teachers will attend a school-based professional developing session focused on deepening their understanding of the CCSS.

Evidence of Completion

Minutes and attendance logs from sessions.

Facilitator:

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, ILC James Lee, Peer Evaluator

Participants:

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, Instructional Literacy Coach

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

A PD calendar for the year with a focus on CCSS has been developed. Prior to each session an agenda will be reviewed, during each session observations of participation and engagement will be monitored, after each session feedback will be given from participants and observations of classroom instruction.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal

Target Dates or Schedule

prior to, during and after each session

Evidence of Completion

Teacher observations should indicate implementation of newly developed skills/strategies.

Plan to Monitor Effectiveness of G2.B1.S1

Learning goals and scales will reflect a deepened understanding of the CCSS and what students must be able to do or understand in order to master the standard.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Princpal

Target Dates or Schedule

During teacher observations

Evidence of Completion

Throughout the lesson the teacher will refer to a clearly stated learning goal which is aligned to the appropriate grade level standard and is accompanied by a scale or rubric which identifies student performance criteria to reach mastery.

G3. All students at Hickory Creek will pursue a leadership role in their school with the encouragement from an adult on campus.

G3.B1 Some student and/or their caregivers have a low self image and do not view themselves as leaders.

G3.B1.S1 All students have strengths which they may or may not realize or see in themselves. Hickory Creek teachers and staff must identify the strengths of individual students, recognize them for their abilities, and encourage them to set academic or personal goals related to those strengths.

Action Step 1

interact in a positive way building a strong trusting relationship with individual students

Person or Persons Responsible

Hickory Creek teachers and/or staff

Target Dates or Schedule

daily

Evidence of Completion

teachers and staff referring to students by name, understanding and referring to their background and/or interests, displaying verbal and/or nonverbal communication that indicates affection toward the student, displaying an interest in their growth and achievement.

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

School and classroom walk-throughs, informal observations of interactions among staff and students.

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

trusting relationships between staff and students, students openly discussing concerns and achievements with staff.

Plan to Monitor Effectiveness of G3.B1.S1

Students self-esteem will rise, students will be aware of and utilize their strengths to achieve more, students will take deliberate steps to achieve their goals

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal

Target Dates or Schedule

Daily

Evidence of Completion

decreased need for counseling related to low self image, student data notebooks will reflect students reaching their goals.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B2 Some students missing 10+ days of school, may not be afforded as many opportunities to lead.

G3.B2.S1 The classroom teacher and/or the registrar will contact the family of a student who is absent without prior notification to determine reason for absence and encourage attendance.

Action Step 1

will call home to determine why the student was absent and when he/she will return

Person or Persons Responsible

Teacher and/or registrar

Target Dates or Schedule

upon absence without prior notification

Evidence of Completion

logged on the digital parent/teacher communication log

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

monitor communication log and attendance report

Person or Persons Responsible

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal

Target Dates or Schedule

monthly

Evidence of Completion

decrease in percentage of students with 10+ absences

Plan to Monitor Effectiveness of G3.B2.S1

Monitor attendance rates

Person or Persons Responsible

Classroom Teachers Registrar MTSS Team

Target Dates or Schedule

Monthly

Evidence of Completion

decreased percentage of students with 10+ absences

G3.B3 An increased awareness of bullying may deter some students from standing out from their peers in a leadership role.

G3.B3.S1 The Guidance Counselor will make biannual anti-bullying presentations to each of the forty classrooms, anti-bullying posters are on display throughout the school and student surveys will be conducted to determine the success of the anti-bullying initiative.

Action Step 1

Anti-bullying classroom presentations, anti-bullying posters on display and student survey

Person or Persons Responsible

Patricia Iisager, Guidance Counselor

Target Dates or Schedule

biannually and annually

Evidence of Completion

all classroom have been visited twice a year, posters are visible and student survey results complete

Plan to Monitor Fidelity of Implementation of G3.B3.S1

EEE observations of guidance presentations and instruction, survey results analyzed, Principal-Guidance Conference

Person or Persons Responsible

Dr. Paul Goricki

Target Dates or Schedule

three times per year and at the end of the school year

Evidence of Completion

EEE compliance report, Evaluative Conference

Plan to Monitor Effectiveness of G3.B3.S1

Student Survey Results and number of bullying incidents

Person or Persons Responsible

Patricia Iisager,Guidance Counselor Dr. Paul Goricki, Principal

Target Dates or Schedule

Three times per year and at the end of the school year

Evidence of Completion

Guidance Counselor's Summative Evaluation Results

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SAI funds will be used to meet the needs of our FCAT Level 1 and 2 students, "bubble" students at all levels, Tier 1 students within the MTSS model and all students who may be identified as "at risk". Funds will specifically be used to purchase a renewal site license for a 1-year subscription to IXL Math and substitute teachers to provide intensive small group instruction. The IXL Math program allows students to practice math skills daily, provides students with immediate feedback, and allows the student to correct their mistakes while working towards mastery on grade level standards. The program also provides 37 detailed performance reports, which include data on grade-level proficiency, student weaknesses, and progress toward meeting state standards. The reports allow teachers and staff to view data trends over time, including strengths and weaknesses. As students master skills the program also includes incentives such as awards and a game feature to encourage students to continue the program. The IXL program is aligned to the 2010 NGSSS and CCSS, providing preparation for the FCAT 2.0 assessment. To provide specific and small group interventions, substitute teachers will meet with groups no larger than 6 students who've been identified as needing specific skills to reach mastery of grade level standards. The lessons will be prepared by the ILC in collaboration with the grade level teachers. Progress will be monitored, daily, bi-weekly and monthly. The utilization of substitute teachers will begin in the Spring of 2014 and continue until funds are exhausted.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Hickory Creek teachers will successfully utilize the district curriculum maps in order to implement and integrate the CCSS and NGSSS.

G1.B1 Time needed to find valuable resources to address new standards

G1.B1.S1 Lunch and resource schedules have been created to ensure teachers within grade levels are given time to collaborate (4 hours/week). Two early release Wednesday per month have been reserved for teacher team or individual planning (3 hours/month). One Wednesday per six weeks is designed for all students in a grade level to attend Music, Art, Physical Education and Technology while teachers meet with the LLT to collaborate, plan, monitor student progress, receive PD and plan as a team (4 hours/6 weeks). PD opportunities have also been designed to focus on implementing the curriculum maps.

PD Opportunity 1

Reserved time for grade level teams to collaborate

Facilitator

Marcela Knight, Assistant Principal Todd Watson, ILC Brian Morgan, Social Studies/ Science Specialist Jonathan Pounds, Renaissance Trainer

Participants

Dr. Goricki, Principal Marcela Knight, Assistant Principal Tood Watson, Instructional Literacy Coach

Target Dates or Schedule

Daily, weekly, monthly and once each six weeks.

Evidence of Completion

PLC attendance logs, Administrative observation of grade level meetings, agenda and minutes from 6-week grade level meetings (WOW).

G2. Hickory Creek teachers will provide clearly stated learning goals and scales (rubrics) during instruction.

G2.B1 Teachers are still working toward a deeper understanding of the CCSS and the complexity of changes to instruction.

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of CCSS and how CCSS is driving change to instructional practices.

PD Opportunity 1

Topics will include: September: Curriculum Maps October: Effective Science instruction and teaching reading/writing during Science November: ELA across the content areas December: Using data to make instructional decisions January: Analyzing DFA results and mastery teaching February: C-Palms and Curriculum area leaders presentations March: Higher Order Thinking and Asking the right questions April: Teacher as faciliator

Facilitator

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, ILC James Lee, Peer Evaluator

Participants

Dr. Paul Goricki, Principal Marcela Knight, Assistant Principal Todd Watson, Instructional Literacy Coach

Target Dates or Schedule

On the second early release Wednesday of each month teachers will attend a school-based professional developing session focused on deepening their understanding of the CCSS.

Evidence of Completion

Minutes and attendance logs from sessions.

Appendix 2: Budget to Support School Improvement Goals