2013-2014 SCHOOL IMPROVEMENT PLAN

Hancock Creek Elementary School

1601 SKYLINE DR

North Fort Myers, FL 33903

239-995-3600

http://han.leeschools.net/

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	74%

Alternative/ESE Center	Charter School	Minority Rate
No	No	37%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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
Hancock Creek Elementary Schl

Principal
Kelly Thornton

School Advisory Council chair
Jessica Bush

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

Name	Title
Kelly Thornton	Principal
Cayce Staruk	Assistant Principal
Bill Howard	School Counselor
Erin Nemsky	SAI
Denise Boring	Academic Coach
Erin Matyas	Kindergarten teacher
Marlena Wallace	1st grade teacher
Stacy VanDeventer	2nd grade teacher
April Johnston	3rd grade teacher
Kari Evenstad	4th grade teacher
Eileen Hafer	5th grade teacher
Mary Adams	ESE dept. head
Karen Meisel	Technology/Media Specialist
Carol Evenson	Gifted teacher

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

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

The membership of SAC consists of school principal Mrs. Thornton, 2 parents, 2 teachers, 2 support staff members, 1 Community member, 1 Business member, a District Advisory Council Member and a (DAC) alternate. Total SAC members- 11.
Jessica Bush-SAC Chair
Kelly Thornton-Principal
Jessica Bush-DAC rep
Erin Nemsky-DAC alternate
Denise Boring-DAC alternate
Shelby Gatewood-Business Partner
Thomas Lally-Community Partner
Anna Polakiewicz-Parent
Andrea Lowther-Parent
Bernadette Deis-Support Staff
Evelyn Drysdale-Support Staff

Involvement of the SAC in the development of the SIP

The SAC committee approves and supports the school improvement plan. School Board Approval of SIP on 10/22/13.

Activities of the SAC for the upcoming school year

The SAC committee will support our school through community and business partnerships,and our school improvement plan goals. Our SAC committee will support Hancock Creek's vision and mission statement.

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

Hancock Creek Elementary does not have school improvement funds allocated in the budget.

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:

Kelly Thornton		
Principal	Years as Administrator: 17	Years at Current School: 14
Credentials	Bachelor's and Master's Degrees at the University of South Florida. Areas of Certification: Educational Leadership School Principal Elementary Education 1-6 ESOL	
Performance Record	2012-2013 Grade C % Meeting High Standards in Reading: 61% % Meeting High Standards in Math: 59% % Meeting High Standards in Writing: 70% % Meeting High Standards in Science: 46% % Making Reading Gains: 62% % Making Math Gains: 56% % of Lowest 25% Making Learning Gains in Reading: 60% % of Lowest 25% Making Learning Gains in Math: 62% 2011-12 Grade B % Meeting High Standards in Reading: 64% % Meeting High Standards in Math: 62% % Meeting High Standards in Writing: 78% % Meeting High Standards in Science: 49% % Making Reading Gains: 64% % Making Math Gains: 67% % of Lowest 25% Making Learning Gains in Reading: 68% % of Lowest 25% Making Learning Gains in Math: 70% 2010-11 Grade A Reading Mastery:81% Math Mastery: 81% Science Mastery: 62% Writing Mastery: 92% AYP: We did not make AYP. The following Subgroups did not make Reading Proficiency-Total population,White,Hispanic, EDD, and SWD's. The following Subgroups did not make Math Proficiency-	

Total population,White, EDD and SWD's.
2009-2010
Grade A
Reading Mastery:86%
Math Mastery: 79%
Science Mastery: 57%
Writing Mastery: 84%
AYP: SWD did not make it in Reading and Math. Economically Disadvantaged and Hispanic did not make it in Math.
2008-09
Grade: A
Reading Mastery: 78%
Math Mastery: 74%
Science Mastery: 41%
Writing Mastery: 77%
AYP: SWD did not make it in Reading
2007-08
School Grade: A
Reading Mastery: 85%
Math Mastery: 76%
Writing Mastery:
72%
Science Mastery: 46%
AYP: SWD did not make it in reading and math
2006-07
School grade: A
Reading Mastery:83%
Math mastery: 74%
Writing mastery: 77%
Science Mastery: 46%
AYP:Met AYP
2005-06
School Grade: A
Reading Mastery: 81%
Math Mastery: 74%
Writing Mastery: 80%
AYP: SWD did not make it in math

Cayce Staruk		
Asst Principal	Years as Administrator: 5	Years at Current School: 11

Credentials	Bachelor's Degree at the University of South Florida Master's Degree from Nova Southeastern University Areas of Certification: Educational Leadership, Elementary Education K-6, ESOL Endorsement, ESE K-12, School Principal all levels
Performance Record	Mrs. Staruk was assigned to Hancock Creek Elementary August of 2009.

Classroom Teachers

# of classroom teachers
53

 # receiving effective rating or higher
52, 98%

 # Highly Qualified Teachers
100%

 # certified in-field
53, 100%

 # ESOL endorsed
43, 81%

 # reading endorsed
5, 9%

 # with advanced degrees
15, 28%

 # National Board Certified
4, 8%

 # first-year teachers
0, 0%

 # with 1-5 years of experience

9, 17%

 # with 6-14 years of experience

24, 45%

 # with 15 or more years of experience

20, 38%

Education Paraprofessionals

# of paraprofessionals

13

 # Highly Qualified

13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

2

 # 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

1.Regular PLC meetings and collaboration with teams. 2.Walk-through's will be completed by the Principal and Assistant Principal and immediate feedback provided to classroom teachers. 3. Continue to communicate, encourage, and provide staff opportunities for staff development, as well as opportunities for coursework and certification exams to meet district, federal and state requirements. 4. Implementation of the teacher evaluation model with concentration on the four domains. 5. Partnering of new teachers to Hancock Creek with veteran teachers. 6. Work closely with local colleges and universities facilitating the placement of interns.

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

Currently, Hancock Creek does not have any new teachers participating in the APPLES program.

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

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

The MTSS Leadership Team for Hancock Creek Elementary School consists of the following members:
Administrators: Kelly Thornton/ Cayce Staruk
Supplemental Academic Teacher: Erin Nemsky
Academic Coach: Denise Boring
ESOL Contact: Evelyn Drysdale
Psychologist: Jennifer Fifield
Staffing Specialist: Amanda Balcauski
Equity Coordinator: William Howard
Speech/ Language Pathologist: Mary Jones
Social Worker: Patticia Clark
School Nurse: Yvette Kirgan
Clinic Assistant: Dianna Jeter/Kathy Walls

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

The team uses the five-step problem solving process as outlined in the district's Response to Intervention Manual. The roles of each member are as follows:
Classroom Teacher
• Keep ongoing progress monitoring notes in a MTSS folder (Fluency probes, curriculum assessments, STAR Early Literacy/STAR, STAR Math)
Reading or FCAT scores, work samples, and/or anecdotals to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
• Attend MTSS Team meetings to collaborate on & monitor students who are struggling
• Implement interventions designed by MTSS Team for students in Tier 2 & 3
• Deliver instructional interventions with fidelity
Academic Coach/Guidance Counselor:
• Attend MTSS Team meetings-if needed
• Train teachers in interventions, progress monitoring, differentiated instruction
• Keep progress monitoring notes & anecdotals of interventions implemented
. Behavior interventions
Speech-Language Pathologist
• Attend MTSS Team meetings for some Tier 2 & Tier 3 students
• Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
• Assist with Tier 2 & 3 interventions through collaboration, training, and/or direct student contact
• Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions
Principal/Assistant Principal
• Facilitate implementation of MTSS in your building
• Provide or coordinate valuable and continuous professional development
• Assign paraprofessionals to support MTSS implementation when possible
• Attend MTSS Team meetings to be active in the MTSS change process
• Conduct classroom Walk-Throughs to monitor fidelity
Supplemental Academic Instructor:
• MTSS Team facilitator
• Schedule and attend MTSS Team meetings
• Maintain log of all students involved in the MTSS process
• Send parent invites

- Complete necessary MTSS forms
- Collect school-wide data for team to use in determining at-risk students
- Train teachers in interventions, progress monitoring, differentiated instruction
School Psychologist
- Attend MTSS Team meetings on some students in Tier 2 & on all students in Tier 3
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
. Administer screenings
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions
ESE Teacher/Staffing Specialist
- Consult with MTSS Team regarding Tier 3 interventions
- Incorporate MTSS data when making eligibility decisions
Specialist (Behavior, OT, PT, ASD)
- Consult with MTSS Team
Social Worker
- Attend MTSS Team meetings when requested
- Conduct social-developmental history interviews and share with MTSS Team
ESOL/ELL Representative
- Attend all MTSS Team meetings for identified ELL students, advising and completing LEP paperwork
- Conduct language screenings and assessments
Provide ELL interventions at all tiers

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

The Lee County School District has hired District level support personnel to sustain the implementation of the MTSSS problem solving process for all students within schools. They provided training, coaching, modeling, data analysis, and guidance to assist schools with the implementation of supplemental and intensive strategies designed to improve the educational outcomes for students with academic and behavioral needs within a multi-tiered system of student supports. These personnel are comprised of teachers with knowledge in effective instructional practices, data analysis, curriculum resources,behavior management techniques, research based practices, and problem-solving processes to support the academic and behavioral needs of student within a multi-tiered student support system.

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 Leadership Team assists with the analysis of school, classroom, and student level data in order to identify areas for school improvement. Additionally, the team assists with the evaluation of the student response to current interventions,curricula, and school systems.

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

Hancock Creek Elementary utilizes the district adopted data management system; Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school,classroom, and student level data. These analyses assist with the tracking of student progress,management of diagnostic,summative, and formative assessment data, and the response of students to implemented interventions.

Literacy Leadership Team (LLT)

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

Name	Title
Kelly Thornton	Principal
Cayce Staruk	Assistant Principal
Bill Howard	Guidance Counselor
Erin Nemsky	SAI
Denise Boring	Academic Coach
Carol Evenson	MWA
Karen Meisel	Tech/Media Specialist
Mary Adams	SLP
Erin Matyas	Kindergarten Teacher
Marlena Wallace	1st grade Teacher
Stacy VanDeventer	2nd grade Teacher
April Johnston	3rd grade Teacher
Kari Evenstad	4th grade Teacher
Eileen Hafer	5th grade Teacher

How the school-based LLT functions

1.Help to guide our teachers and support continuous improvement in all content areas. 2.Weekly PLC team meetings. 3. Provide on-going staff development in support of grade level SMART goals.

Major initiatives of the LLT

Support the 2013-2014 school improvement plan
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Support district initiatives in the areas of: planning for learning, increasing rigor, and writing.

Facilitating and planning for the implementation of PLC's.

Support and implementation of Hancock Creek's teacher expectations for the 13/14 school year.

Support and implementation of Hancock Creek's teacher expectations for the 13/14 school year

Continue to review the data in Performance Matters.

Support district initiatives in the areas of: planning for learning, increasing rigor, and writing.

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

Meet the Teacher night prior to the start of the new school year.

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

Parent Information Night(s).

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

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

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	71%	61%	No	74%
American Indian				
Asian				
Black/African American	58%	43%	No	63%
Hispanic	68%	59%	No	71%
White	72%	64%	No	75%
English language learners	44%	38%	No	50%
Students with disabilities	45%	32%	No	51%
Economically disadvantaged	65%	54%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	29%	31%
Students scoring at or above Achievement Level 4	98	25%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		34%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		57%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	252	62%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	238	60%	62%

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)	35	54%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	29%	30%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	35	34%	35%

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	110	70%	72%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		84%

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	68%	59%	No	71%
American Indian				
Asian				
Black/African American	51%	41%	No	56%
Hispanic	63%	55%	No	67%
White	69%	62%	No	72%
English language learners	58%	56%	No	63%
Students with disabilities	45%	29%	No	51%
Economically disadvantaged	62%	52%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	30%	32%
Students scoring at or above Achievement Level 4	73	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		67%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		23%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	226	56%	58%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	250	62%	64%

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	37	27%	29%
Students scoring at or above Achievement Level 4	10	7%	9%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		51%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		51%

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)	3		4
Participation in STEM-related experiences provided for students	200	25%	27%

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	48	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	40	5%	4%
Students who are not proficient in reading by third grade	48	36%	34%
Students who receive two or more behavior referrals	73	9%	7%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	60	7%	5%

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

Grade levels Parent Information Night
Chick-Fil-A family nights once a quarter
Chuck E. Cheese family nights once a quarter
Yearly Academic Fair
Grade Level Field Days
Yearly Meet Your Teacher Night
Move-A-Thon
Book Fair Family Night
Art Night with Winn-Dixie
Horace Mann Insurance business partnership attendance incentive

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Information Night attendance	555	70%	75%

Goals Summary

G1.   Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported

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

- 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)

- Social Studies

- Science

- Science - Elementary School

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- Academic coaches as class resource

- District initiative PLC's

- Staff development support

- Writers in Control training to support writing in content areas

- Kagan Cooperative Learning

- Technology supported learning interventions and enrichment programs

- Volunteers

- Analyzing data using Performance Matters

- Differentiated Instruction

- Collaborative planning

Targeted Barriers to Achieving the Goal

- Some classroom instructional content is not aligned with academic standards and/or the four essential questions.

Plan to Monitor Progress Toward the Goal

Minutes from weekly PLC meetings

Person or Persons Responsible
Leadership team, Grade Level's

Target Dates or Schedule:
Tuesday's leadership team meeting Thursday's GL PLC meeting

Evidence of Completion:
Achievement of SMART goals Increase in student achievement via Performance Matters and Ren Place Decrease of Tier 2 and Tier 3 students through the MTSS process.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Some classroom instructional content is not aligned with academic standards and/or the four essential questions.

G1.B1.S1 To develop an ongoing process in which teams of teachers will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for all students.

Action Step 1

Overview of PLC and implementation of 13/14 school year expectations during preschool week.

Person or Persons Responsible

School based leadership team

Target Dates or Schedule

8/7/13 and on going on Tuesday's throughout the year.

Evidence of Completion

Agenda, sign-in sheets

Action Step 2

Establish SMART goals based on baseline data collection and update SMART goals as needed.

Person or Persons Responsible

Leadership team, grade levels

Target Dates or Schedule

weekly or bi-weekly

Evidence of Completion

Data collection instruments Documentation of SMART goals

Action Step 3

Establish norms

Person or Persons Responsible

Collaborative teams

Target Dates or Schedule

8/20/13 and ongoing throughout the year.

Evidence of Completion

meeting minutes and completed norms

Action Step 4

Identify lowest and highest 25% and establish interventions and enrichment opportunities for teacher's to use in the classroom.

Person or Persons Responsible

Intervention and enrichment collaborative team.

Target Dates or Schedule

8/23/13 and weekly throughout the year.

Evidence of Completion

increase in student achievement in core subject areas.

Action Step 5

Develop calendar and schedule for data collection from classroom observation walk-through's using instruments measuring: instruction aligned to standards, rigor, increase in writing, and use differentiated instruction.

Person or Persons Responsible

Administration

Target Dates or Schedule

Daily

Evidence of Completion

Classroom walk through observations as measured through the teacher evaluation system.

Action Step 6

District reading and math personnel will provide professional development for teachers to help implement the new math and reading basal series.

Person or Persons Responsible

District reading and math personnel

Target Dates or Schedule

September 12 and September 23

Evidence of Completion

Lesson plans via OnCourse

Facilitator:

Rebecca Mendes Amanda Schumbaker

Participants:

District reading and math personnel

Action Step 7

Teachers will receive training on Performance Matters updates for the 13/14 school year.

Person or Persons Responsible

Supplemental Academic Instructor, School Counselor

Target Dates or Schedule

September 4

Evidence of Completion

Performance Matters reports Sign-in sheet

Facilitator:

Erin Nemsky Bill Howard

Participants:

Supplemental Academic Instructor, School Counselor

Action Step 8

3rd and 4th grade teachers will be provided in-service in the Writer's In Control writing program with specifics in rigor and evidence based writing.

Person or Persons Responsible

Core Connections: Writer's in Control trainer

Target Dates or Schedule

October, November, January, February-dates TBD.

Evidence of Completion

FCAT writes scores Writing performance tasks Literacy grades

Facilitator:

Lori Gandolofo

Participants:

Core Connections: Writer's in Control trainer

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

SMART goals, Performance Matters data, STAR/SEL reading data, STAR Math data, report card grades

Person or Persons Responsible

Principal, Assistant Principal, Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Increased scores on school, district, and state assessments.

Plan to Monitor Effectiveness of G1.B1.S1

Minutes from GL PLC meetings Data in Performance Matters Data in Ren Place MTSS Student Improvement Plans

Person or Persons Responsible

Leadership team and administration

Target Dates or Schedule

weekly

Evidence of Completion

Achievement of SMART goals Increase in student achievement via Performance Matters and Ren Place Decrease of Tier 2 and Tier 3 students through the MTSS process.

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

Hancock Creek Elementary is anticipating Title II funds similar to what was dispersed last year. We plan on supporting our teachers through staff development in Writing using these funds as well as support in the areas of Reading/Math.

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. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Some classroom instructional content is not aligned with academic standards and/or the four essential questions.

G1.B1.S1 To develop an ongoing process in which teams of teachers will work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for all students.

PD Opportunity 1

District reading and math personnel will provide professional development for teachers to help implement the new math and reading basal series.

Facilitator

Rebecca Mendes Amanda Schumbaker

Participants

District reading and math personnel

Target Dates or Schedule

September 12 and September 23

Evidence of Completion

Lesson plans via OnCourse

PD Opportunity 2

Teachers will receive training on Performance Matters updates for the 13/14 school year.

Facilitator

Erin Nemsky Bill Howard

Participants

Supplemental Academic Instructor, School Counselor

Target Dates or Schedule

September 4

Evidence of Completion

Performance Matters reports Sign-in sheet

PD Opportunity 3

3rd and 4th grade teachers will be provided in-service in the Writer's In Control writing program with specifics in rigor and evidence based writing.

Facilitator

Lori Gandolofo

Participants

Core Connections: Writer's in Control trainer

Target Dates or Schedule

October, November, January, February-dates TBD.

Evidence of Completion

FCAT writes scores Writing performance tasks Literacy grades