



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Hickory Tree Elementary School

2355 OLD HICKORY TREE RD

Saint Cloud, FL 34772

407-891-3120

www.osceola.k12.fl.us

School Demographics

School Type
Elementary School

Title I
No

Free and Reduced Lunch Rate
55%

Alternative/ESE Center
No

Charter School
No

Minority Rate
33%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
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

Hickory Tree Elementary School

Principal

Scott Knoebel

School Advisory Council chair

Melodie Griffin

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

Name	Title
Scott Knoebel	Principal
Latricia Karlskin	Assistant Principal
Kim Howes	VE Teacher
Pete Walsh	VE Teacher
Jennifer Wagner	Kindergarten Teacher
Kim Castro-Stevens	Second Grade Teacher
Laura Riedeman	Third Grade Teacher
Cory Burkley	Fourth Grade Teacher
Sheri Weretka	Fourth Grade Teacher
Mandi Winter	Fifth Grade Teacher
Victoria Chan	Guidance Counselor
Kathy Pridemore	Literacy Coach

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

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

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

SAC is involved in the development of the school improvement plan by being asked to participate in creating the plan and they review the finalized plan.

Activities of the SAC for the upcoming school year

SAC is involved in the school district mini-conference, review of school data, goal planning, and the leadership cadre.

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

The SAC budget at this time is \$1,731.98. School improvement funds will be used for staff professional development, educational materials for student, and educational conferences for teachers.

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:

Scott Knoebel

Principal

Years as Administrator: 10

Years at Current School: 9

Credentials

School Principal (All Levels)
 Elementary Education (Grades 1-6)
 ESOL Endorsement

Performance Record

2003-2004 School Grade - C
 2004-2005 School Grade - A
 2005-2006 School Grade - A
 2006-2007 School Grade - A
 2007-2008 School Grade - A
 2008-2009 School Grade - A
 2009-2010 School Grade - B
 2010-2011 School Grade - A
 2011-2012 School Grade - A
 2012-2013 School Grade - B

Latricia Karlskin

Asst Principal

Years as Administrator: 9

Years at Current School: 4

Credentials

Educational
 Leadership (All Levels)
 Elementary Education (Grades 1-6)
 ESOL Certification

Performance Record

2004-2005 School Grade - C
 2005-2006 School Grade - B
 2006-2007 School Grade - C
 2007-2008 School Grade - C
 2008-2009 School Grade - B
 2009-2010 School Grade - B
 2010-2011 School Grade - A
 2011-2012 School Grade - A
 2012-2013 School Grade - B

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathy Pridemore		
Full-time / School-based	Years as Coach: 7	Years at Current School: 5
Areas	Reading/Literacy	
Credentials	Elementary Education Early Childhood Education Reading Endorsement ESOL Endorsement	
Performance Record	2005-2006 School Grade - C 2006-2007 School Grade - A 2007-2008 School Grade - A 2008-2009 School Grade - A 2009-2010 School Grade - B 2010-2011 School Grade - A 2011-2012 School Grade - A 2012-2013 School Grade - B	

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

0, 0%

Highly Qualified Teachers

100%

certified in-field

39, 89%

ESOL endorsed

39, 89%

reading endorsed

6, 14%

with advanced degrees

17, 39%

National Board Certified

2, 5%

first-year teachers

1, 2%

with 1-5 years of experience

14, 32%

with 6-14 years of experience

13, 30%

with 15 or more years of experience

16, 36%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

1

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 order to recruit and retain high quality, effective teachers that fit in with the culture of the school, Hickory Tree Elementary School has implemented an interview team made up of variety staff members on various grade levels and interest areas (block, ESE) 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 principal and assistant principal. In order to assist in retaining qualified staff members, we strive to promote a positive climate and culture that supports learning and teamwork.

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

Cindy Griggers is the mentor for all beginning teachers at Hickory Tree Elementary School. Stephen Reid, our music teacher, is the only new teacher to the district. He will attend required professional development and have observations as necessary. New teachers to the school are also assigned a mentor to make sure they get acclimated to the school and understand the expectations. Mrs. Koppe, Ms. Miner, and Mrs. Howes are experienced teachers, but new to Hickory Tree so they have been assigned a mentor on their grade level.

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

Following school wide baseline and benchmark progress monitoring, the team assembles to analyze and disaggregate test data, identifying weaknesses in groups or populations to address Tier1 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 Tier2 level. MTSS Coach, Literacy Coach, and School Psychologist collaborate to provide professional development for teachers on implementation of academic and behavior interventions, accommodations, and modifications. Students who are failing to make significant progress receive Tier3 individualized analysis and interventions as needed and are monitored weekly by the teacher and members of the MTSS Team.

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

Literacy Coach – Kathy Pridemore, oversees implementation of remediation interventions outside of the reading block. Kathy also monitors student progress within those Tier2 interventions monthly and collaborates with classroom teachers and MTSS Coach to make adjustments to student schedules.

Principal – Scott Knoebel, oversees the selection of interventions and the fidelity of implementation of Tier1 instruction, Tier2 intervention, and Tier3 processing.

Assistant Principal – Latricia Karlskin, oversees Testing and Discipline, bringing Data Director progress monitoring and behavioral needs to the team for problem solving, managing identification of Tier2 and Tier3, and assisting school's Testing Coordinator with scheduling and handling testing materials.

School Psychologist – Leigh Wooten, consults with Team to monitor progress of Tier1, 2, and 3 interventions using measurable data analysis, to identify students with statistically significant needs for Tier3 interventions and/or psycho-educational evaluation, and participates in Tier3 and ESE eligibility meetings.

MTSS Coach – Victoria Chan, schedules team meetings, organizes agendas, consults with teachers to support implementation of Tier2 and Tier3 interventions. MTSS coach collaborates with 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 Tier1, Tier2, and individualized, specifically targeted Tier3 instructional intervention. Vicky also ensures the team's compliance with District MTSS initiatives and participates in Tier3 and ESE Eligibility meetings.

ESE Teacher – Pete Walsh or Kim Howes, monitors progress of students receiving Tier3 interventions, provides suggestions for intervening with students who are displaying symptoms of learning disability, supports the classroom teachers' efforts with students receiving Tier3 interventions, participates in Tier3 and Eligibility meetings.

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

The school administrators are a part of the MTSS and SIP team and work with the team members to monitor data and fidelity of programs, interventions, and on-going progress. The teams meet monthly or at specific points during the year to ensure targets and goals are being met.

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 data sources used to analyze data and monitor effectiveness come from formative/summative and state assessments within each academic school year. Teachers use data binders to organized data sheets and information. The MTSS team consistently monitors interventions and data to ensure fidelity and effectiveness of the procedures, programs, and interventions put in place. The MTSS Coach maintains a school-wide database (which is accessible to the MTSS Team) which is updated twice a month and is used for comparative data analysis. The administrators meet with teachers individually to review classroom student data and instructional practices to ensure best practices are being implemented and student learning is taking place.

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

Our MTSS Lead (guidance counselor) meets consistently with teachers on an individual basis outside of our scheduled MTSS meetings. Her role is to ensure compliance and fidelity of interventions and documentation with teachers. Her on-going progress monitoring meetings allows detailed conversations with teachers to monitor student growth. Teacher trainings are scheduled quarterly during planning periods and are provided by the MTSS Coach and school psychologist.

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: Extended Day for All Students

Minutes added to school year: 52,875

To ensure regular attendance by students and provide another learning opportunity outside of core instruction (Tier 1) and iii, we remediate lowest quartile and “bubble” students during special areas of P.E., art and music. We use researched based programs (Voyager, Leveled Literacy, Soar to Success, leveled readers, Do the Math and Go Math Strategic Interventions) to provide high quality instruction. 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:

Remediation at block = 42,750

Bubble students at block = 10,125

Total = 52,875

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

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

Weekly or bi-weekly, the instructors assess students on the instructional content and analyze the data to drive the instruction. The assessment is done in the small the 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 STAR Enterprise four times per year. At Hickory Tree, we use STAR Enterprise for monthly progress monitoring of Tier 2 students and weekly progress monitoring for Tier 3 students.

The data is analyzed by the individual instructors and the MTSS team at Hickory Tree monitors the data for the Tier 2 and Tier 3 students. The committee routinely meets to review data on the selected students. Placements into and out of remediation are discussed as are alternate programs for students not making progress.

Who is responsible for monitoring implementation of this strategy?

Administration, Literacy Coach, Instructors, MTSS Team

Literacy Leadership Team (LLT)

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

Name	Title
Bev Hutchinson	InD Teacher
Cindy Griggers	3rd Grade Teacher
Cindy Brown	1st Grade Teacher
Linda Lytle	2nd Grade Teacher
Lauren Savasta	2nd Grade Teacher
Cory Burkley	4th Grade Teacher
Kathy Pridemore	Literacy Coach/Team Leader
Barbara Long	Kindergarten Teacher
Sheri Weretka	4th Grade Teacher
Samantha LaTour	3rd Grade Teacher
Ashlee Langley	5th Grade Teacher/Team Leader
Jennifer Wagner	Kindergarten/Team Leader
Scott Knoebel	Principal

How the school-based LLT functions

Hickory Tree Elementary School's Literacy Leadership Team meets monthly during the school year. The team is lead by the Literacy Coach and a representative from every grade level, a representative of the ESE department, the media specialist, and the administration participates. Each member has an equal say in the decisions made by the team. The team's goal is to promote literacy and raise student achievement. School-wide literacy events are promoted and organized, progress monitoring data is reviewed, the AR program is supervised, and student incentives are determined.

Major initiatives of the LLT

Two of the initiatives of the Literacy Leadership Team this year are to expose students to a variety of genres and to enhance the Accelerated Reader program. We want the students reading widely and all through the school year, not just at the end of the year to gain recognition. To that end, we have designed a reading log with criteria for reading a variety of genres each nine weeks and have broken the AR point requirements into nine week increments. Each grade level has set the criteria based on the age of the students. There are three levels of participation and the students can earn gold, silver or bronze levels for reading across genres and earning AR points.

Another initiative of the Literacy Leadership team is to involve the community in reading. We plan to host a literacy night at least once each semester of this school year with the first one in November based on the book, Blackout.

The major initiative of the Literacy Leadership Team is to analyze school-wide data from STAR Enterprise. This is a new progress monitoring tool for our district, and we want to involve the team in delving into the data and making instructional decisions to benefit the students of Hickory Tree Elementary.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

During pre-planning the faculty and staff are informed of the school data from the previous year, and the school grade is analyzed in detail. The School Improvement Plan goals for student achievement are reviewed, so all state holders are aware and a common vision is established.

Classroom teachers are responsible for the instruction during the 90 minute reading block and iii.

Differentiated instruction for students during small group time is a daily expectation for a portion of the language arts block. The District's core reading program is utilized, and the Literacy Coach is available for support. The administration and instructional coach visit classrooms to be familiar with classroom practices at the school.

Along with classroom assessments, progress monitoring is done with STAR Enterprise four times per year. The data is reviewed and analyzed, and each teacher is expected to meet with the administration to review their student's data.

Grade levels are expected to plan collaboratively and have common assessments and grading practices. Professional development opportunities are available, and the teachers meet with the Literacy Coach a minimum of once a month.

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

Hickory Tree Elementary has a half day pre-kindergarten program. At the beginning of the school year, pre-k implements a staggered start, so the teacher can get to know the students on a more personal level. Throughout the school year, pre-k provides a balanced instructional approach to learning skills necessary for kindergarten.

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	69%	63%	No	72%
American Indian				
Asian				
Black/African American	74%	62%	No	77%
Hispanic	67%	68%	Yes	70%
White	68%	63%	No	72%
English language learners	44%	41%	No	50%
Students with disabilities	56%	41%	No	60%
Economically disadvantaged	66%	55%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	174	63%	72%
Students scoring at or above Achievement Level 4	85	30%	36%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		31%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		47%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	115	59%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	33	68%	70%

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)	24	59%	70%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	10	24%	48%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		34%

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	55	56%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		87%

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	66%	58%	No	69%
American Indian				
Asian				
Black/African American	61%	31%	No	65%
Hispanic	58%	68%	Yes	62%
White	68%	56%	No	72%
English language learners	39%	47%	Yes	45%
Students with disabilities	57%	41%	No	61%
Economically disadvantaged	61%	49%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	162	58%	69%
Students scoring at or above Achievement Level 4	79	28%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		52%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	54%	73%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	29	60%	68%

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	59	65%	67%
Students scoring at or above Achievement Level 4	27	29%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		80%

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	60	9%	5%
Students retained, pursuant to s. 1008.25, F.S.	28	4%	3%
Students who are not proficient in reading by third grade	35	40%	20%
Students who receive two or more behavior referrals	10	2%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	30	5%	3%

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 Tree Elementary will achieve 10,000 parent involvement hours during the 2013-2014 school year. Our school will use OASIS volunteer program hours to measure our results. During the 2012-2013 school year we earned 10,400 parent volunteer hours. This was 3,400 hours over our 7,000 hour goal or 48% over our goal.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
10,000 parent volunteer hours (10,400 actual hours in 2012-13)		148%	100%

Goals Summary

- G1.** All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.
- G2.** All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

Goals Detail

G1. All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.

Targets Supported

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

Resources Available to Support the Goal

- The resources available to our school include all district adopted curriculum, observations and feedback data by administration, teacher support through grade level planning.

Targeted Barriers to Achieving the Goal

- The use of instructional boards at our school is a new concept for most teachers. As with all new instructional strategies and techniques, time to learn, plan and implement those strategies is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn this new approach to enhancing student learning throughout the year.

Plan to Monitor Progress Toward the Goal

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Entire 2013-2014 School Year

Evidence of Completion:

Documented observational data from classroom visits that show evidence of growth on the Marzano growth scale.

G2. All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

Targets Supported

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

Resources Available to Support the Goal

- The resources available to our school include all district adopted curriculum, observations and feedback data by administration, teacher support through grade level planning.

Targeted Barriers to Achieving the Goal

- Providing differentiated and individualized instruction for students through the use of analyzing data is not a new concept at our school. Implementing the new STAR Reading and Math assessments to the list of formative tests being used this year will be a new challenge. As with all new assessments, understanding the timeline, process and reports is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn these new assessment tools and how to most effectively utilize the data to determine the instructional needs of all students.

Plan to Monitor Progress Toward the Goal

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule:

Entire 2013-2014 School Year

Evidence of Completion:

Documented observational data from classroom visits that show evidence of growth on the Marzano growth scale. Implementation of differentiated instructional groups, documented classroom observational data, improved student achievement.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.

G1.B1 The use of instructional boards at our school is a new concept for most teachers. As with all new instructional strategies and techniques, time to learn, plan and implement those strategies is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn this new approach to enhancing student learning throughout the year.

G1.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. As the administrators meet with teachers, they will have additional information on how to provide support or training on the implementation of instructional boards within the classrooms and how to best meet their students' needs.

Action Step 1

Identify need through use of school data and implementation of best practices.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning 8/12/2013

Evidence of Completion

Implementation of instructional boards and documented classroom observational data.

Facilitator:

Administrators, Literacy Coach, MTSS Coach, Math and Science Resource Teacher

Participants:

Teachers

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

Conduct on-going observations to ensure fidelity.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Entire 2013-2014 School Year

Evidence of Completion

Documented observational data from classroom visits.

Plan to Monitor Effectiveness of G1.B1.S1

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Entire 2013-2014 School Year

Evidence of Completion

Documented observational data from classroom visits.

G2. All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

G2.B1 Providing differentiated and individualized instruction for students through the use of analyzing data is not a new concept at our school. Implementing the new STAR Reading and Math assessments to the list of formative tests being used this year will be a new challenge. As with all new assessments, understanding the timeline, process and reports is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn these new assessment tools and how to most effectively utilize the data to determine the instructional needs of all students.

G2.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. An added layer to this strategy is to individually meet with teachers throughout the year to review all the available data for the students within their classes and to ensure that all student needs are being met. As the administrators meet with teachers, they will have additional information on how to provide support or training on the new STAR Reading and Math assessments, grading, or any other data used to track student growth and progress.

Action Step 1

Identify need through use of school data and implementation of best practices.

Person or Persons Responsible

All classroom teachers

Target Dates or Schedule

Beginning 8/12/2013

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observational data, improved student achievement.

Facilitator:

Administrators, Literacy Coach, MTSS Coach, Math and Science Resource Teacher

Participants:

Teachers

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

Conduct on-going observations and teacher data discussions to ensure fidelity.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Entire 2013-2014 School Year

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observational data, improved student achievement.

Plan to Monitor Effectiveness of G2.B1.S1

Conduct on-going observations for correct usage during classroom instruction and teacher data discussions.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

Entire 2013-2014 School Year

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observational data, improved student achievement.

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

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/or reading for fifty minutes on Monday, Wednesday, and Friday beginning Monday, October 14 and ending Friday, April 18. The students who are being targeted for this program are bubble students that we would like to see make gains on the FCAT (Florida Comprehensive Achievement Test).

FIT (Family in Transitions) funds are utilized at Hickory Tree. District funding provides transportation. There is a 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.

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. All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.

G1.B1 The use of instructional boards at our school is a new concept for most teachers. As with all new instructional strategies and techniques, time to learn, plan and implement those strategies is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn this new approach to enhancing student learning throughout the year.

G1.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. As the administrators meet with teachers, they will have additional information on how to provide support or training on the implementation of instructional boards within the classrooms and how to best meet their students' needs.

PD Opportunity 1

Identify need through use of school data and implementation of best practices.

Facilitator

Administrators, Literacy Coach, MTSS Coach, Math and Science Resource Teacher

Participants

Teachers

Target Dates or Schedule

Beginning 8/12/2013

Evidence of Completion

Implementation of instructional boards and documented classroom observational data.

G2. All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

G2.B1 Providing differentiated and individualized instruction for students through the use of analyzing data is not a new concept at our school. Implementing the new STAR Reading and Math assessments to the list of formative tests being used this year will be a new challenge. As with all new assessments, understanding the timeline, process and reports is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn these new assessment tools and how to most effectively utilize the data to determine the instructional needs of all students.

G2.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. An added layer to this strategy is to individually meet with teachers throughout the year to review all the available data for the students within their classes and to ensure that all student needs are being met. As the administrators meet with teachers, they will have additional information on how to provide support or training on the new STAR Reading and Math assessments, grading, or any other data used to track student growth and progress.

PD Opportunity 1

Identify need through use of school data and implementation of best practices.

Facilitator

Administrators, Literacy Coach, MTSS Coach, Math and Science Resource Teacher

Participants

Teachers

Target Dates or Schedule

Beginning 8/12/2013

Evidence of Completion

Implementation of differentiated instructional groups, documented classroom observational data, improved student achievement.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.	\$1,000
G2.	All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.	\$1,000
Total		\$2,000

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
School Budget	\$2,000	\$2,000
Total	\$2,000	\$2,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will provide a structured approach to teaching through the implementation and use of well-defined instructional boards in all content areas in order to enhance the learning process, understanding of content, and focus for students.

G1.B1 The use of instructional boards at our school is a new concept for most teachers. As with all new instructional strategies and techniques, time to learn, plan and implement those strategies is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn this new approach to enhancing student learning throughout the year.

G1.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. As the administrators meet with teachers, they will have additional information on how to provide support or training on the implementation of instructional boards within the classrooms and how to best meet their students' needs.

Action Step 1

Identify need through use of school data and implementation of best practices.

Resource Type

Professional Development

Resource

Administrators, literacy coach, and resource teachers in math and science will provide on-going professional training to assist with implementation of this process.

Funding Source

School Budget

Amount Needed

\$1,000

G2. All teachers will provide a differentiated and individualized instructional approach to teaching through analyzing on-going student formative assessment data and administrative observational feedback.

G2.B1 Providing differentiated and individualized instruction for students through the use of analyzing data is not a new concept at our school. Implementing the new STAR Reading and Math assessments to the list of formative tests being used this year will be a new challenge. As with all new assessments, understanding the timeline, process and reports is key to their success. Providing teachers with the professional development, support, and on-going feedback will assist teachers while they learn these new assessment tools and how to most effectively utilize the data to determine the instructional needs of all students.

G2.B1.S1 Overview 1. Provide rationale for implementation. 2. Provide support for implementation. 3. Provide on-going training and feedback. Our strategy for attaining this goal is for the administrators to observe teachers throughout the year using iObservation and to provide data points and feedback through these observations. The intent is to provide an open dialogue on what is being observed and how to enhance teacher instruction and student learning. An added layer to this strategy is to individually meet with teachers throughout the year to review all the available data for the students within their classes and to ensure that all student needs are being met. As the administrators meet with teachers, they will have additional information on how to provide support or training on the new STAR Reading and Math assessments, grading, or any other data used to track student growth and progress.

Action Step 1

Identify need through use of school data and implementation of best practices.

Resource Type

Professional Development

Resource

Administrators, literacy coach, and resource teachers in math and science will provide on-going professional training to assist with implementation of this process.

Funding Source

School Budget

Amount Needed

\$1,000