

Hancock Creek Elementary School



2014-15 School Improvement Plan

Hancock Creek Elementary School

1601 SKYLINE DR, North Fort Myers, FL 33903

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

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
74%

Alternative/ESE Center
No

Charter School
No

Minority
37%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	C	B	A

School Board Approval

This plan is pending approval by the Lee County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

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

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

Provide the school's vision statement

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

School Environment

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

- Student of the Week lunch – Students who exhibit the following behaviors: Hardworking, Cooperative, and Enthusiastic, are recognized weekly by the teacher and awarded lunch on the stage with a family member or classmate.
- CHAMPS program – STOIC framework within a CHAMPS approach. The “I” in STOIC refers to interacting positively with students. Using the CHAMPS approach, students are treated with dignity and respect. When students are having responsibly, they receive attention and specific feedback on their behavior. Teachers should focus more time, attention, and energy on acknowledging responsible behavior than on responding to misbehavior – what we call a high ratio of positive to negative interactions. (Brophy and Good, 1986; Martella, Nelson and Marchand-Martella, 2003; Rosenshine, 1971; Sprick, 2006)

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

- Qualified, supervisors at all entrances and exits and throughout the school. Supervisors interact with students in a positive manner.
- Student safety patrols are located at specific locations throughout the school to ensure that students are following the safety procedures in place
- Buddy System – K-3rd grade students always have a buddy with them in the hallway when not with their classroom teacher
- Classroom doors are locked.
- In the cafeteria, supervisors assist students with lunchroom needs. (food, silverware)
- Supervisors ensure each class enjoy their lunch in a clean environment – tables are washed, trash disposed of, spills mopped, floors swept after each class.

- School wide attention signal, “May I have your attention, please” is consistently used to get students’ attention in a respectful manner
- Students with special needs have assistance at dismissal

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

- COLTS school wide expectations - These expectations outline the expected school behaviors of students.

- o Cooperate with others
- o On task and organized
- o Lead by example
- o Treat everyone with respect
- o Strive for personal success

- CHAMPS – effective classroom management plan that is proactive, positive, and instructional. Through CHAMPS, expectations are clarified for students about every major activity or transition.

- o Conversation
- o Help
- o Activity
- o Movement
- o Participation
- o Success

CHAMPS training for teachers– August, 2014 – 6 hours; September, 2014 – 3 hour follow-up; 3 hour application assignment

Kagan Training –Many teachers trained in Kagan structures

Kagan – 1 structure required a day to promote student engagement

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- Guidance Counselor teaches lessons in each classroom – 30 minutes per month
- Guidance Counselor – counsels students individually as needed
- Bucket-filling – Students build other’s self-esteem with kind words and actions.
- Kagan – Team building activities are used in classrooms to create an environment where students come to know, like, and respect their teammates.
- Kagan – Class building activities are used to create a caring and cooperative classroom community.
- Kagan Cooperative learning empowers teachers to develop students’ social skills that serve them in the classroom and beyond.

Beginning to implement Thinking Maps- to increase student engagement for all students.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

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

- Grade level Parent Information Night
- Volunteer Program-Golden School Award
- Student of the Week Luncheon
- Scout Night
- Chick-Fil-A family nights once a quarter
- Salvation Army Canned Food Drive
- Blood Drives for Parents and Staff
- Yearly Academic Fair
- Grade Level Field Days
- Yearly Meet Your Teacher Night
- Move-A-Thon
- Book Fair Family Night
- Horace Mann Insurance- Business Partner
- BJ's Wholesale Club - Business Partner
- Achieva Credit Union- Business Partner
- Regular School Advisory Council Meetings
- PTSO
- After school clubs
- After school care-Round UP
- Twitter
- ParentLink
- School website
- Monthly Newsletter

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Hancock Creek builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement in a variety of ways. These include partnerships with our businesses: Horace Mann Insurance, Achieva Credit Union, BJ's Wholesale Club, Winn Dixie, Chick-Fil-A and Wells Fargo. These businesses support our teachers and students. Our teachers also reach out to the community through donorschoose.org and grant writing through the Foundation for Lee County Schools and Cape Coral/Ft. Myers Chamber of Commerce.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Phillips-Luster, Dr. Denise	Principal
Staruk, Cayce	Assistant Principal
Evenstad, Kari	Teacher, K-12
Adams, Mary	Teacher, K-12
Bonta, Melissa	Teacher, K-12
Boring, Denise	Instructional Coach
Ellis, Marlene	Teacher, K-12
Evenson, Carol	Teacher, K-12
Howard, Bill	Guidance Counselor
Johnston, April	Teacher, K-12
Medeiros, Brittany	Instructional Coach
Meisel, Karen	Instructional Technology
Parker, Stacy	Teacher, K-12
Swyers, Pat	Teacher, K-12

Duties

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

The team uses the five-step problem solving process as outlined in the district's 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 as well as new FSA assessment, work samples, and/or anecdotal 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 & anecdotal 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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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

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

MTSS Chairperson: Brittany Medeiros

Principal: Dr. Denise Phillips-Luster

Equity Coordinator & Guidance Counselor: William Howard

Academic Coach: Denise Boring

SLD Resource Teacher-Phyllis Daughtery-Primary

Art Teacher-Danielle Bishop

Cheryl Moss- ESE Teacher-Intermediate

Others as needed:

Assistant Principal: Cayce Staruk

Psychologist: Jennifer Fifield

Speech/ Language Pathologist: Mary Jones

ESOL Contact: Evelyn Drysdale

School Nurse: Yvette Kirgan
 Social Worker: Patricia Clark
 Staffing Specialist: Suzanne Treichler
 Classroom Teacher

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 the area of Engagement strategies- Thinking Maps training. We will also use a portion of our funds to support teachers in the implementation of our CHAMPS school-wide behavior approach.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Denise Phillips-Luster	Principal
Jessica Bush	Parent
Brian Fuller	Parent
Andrea Lowther	Teacher
Danielle Forrey	Teacher
Evelyn Drysdale	Education Support Employee
Amy Howard	Education Support Employee
Maraida Medina	Parent
Melinda Jaquiss	Parent
Martha Cabrera	Parent
Brad Haley	Business/Community

Duties

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

Evaluation of last year's school improvement plan

Our School Improvement Plan was approved by our School Advisory Committee on September 11, 2013. At this meeting we elected our SAC members, shared data and presented our 2013-2014 school improvement goals.

Throughout the school year our SAC was involved in the District Advisory Council, Accreditation, Move-a-thon school wide fundraising and our Run Club.

Development of this school improvement plan

The SAC committee approves and supports the school improvement plan. Our meeting was held on September 16, 2014. Our 2013-2014 school grade data was presented as well as our School Improvement Goals for the 2014-2015 school year.

Preparation of the school's annual budget and plan

Hancock Creek received \$8,222.00 in school improvement funds.

Some recommendations from SAC for expenditure of these funds were:

Hands on educational experience and science experiments, IPADS in classrooms, sponsoring

educational conferences for professional development, intervention and enrichment to support the SIP goals, academic seminars, Edison Science Wizard.

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

Hancock Creek did not receive school improvement funds last year.

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Phillips-Luster, Dr. Denise	Principal
Staruk, Cayce	Assistant Principal
Boring, Denise	Instructional Coach
Medeiros, Brittany	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Support the 2014-2015 School Improvement Plan. We will increase student achievement/learning gains for all students through the use Data Driven Systems, Standards Based Instruction, Student Engagement, Professional Learning Communities and Student Achievement and Development.

Facilitating and planning for the implementation of PLC's and Faculty Training.

Support and implementation of Hancock Creek's teacher expectations for the 14-15 school year.

Continue to review the data in Performance Matters.

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

Celebrate school wide reading success with Take the Lead and Read.

Public and Collaborative Teaching

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

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

We encourage positive working relationships between all staff members. We have regularly scheduled Faculty Training and Collaborative Team meetings. All grade levels have common planning time each day. Instructional support and ongoing staff development is provided by administration and academic coaches. Professional Learning Communities are established and will be ongoing throughout the school year.

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

1.Regular PLC meetings and collaboration with teams. 2.Walk-through's 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 and district APPLES support. 6. Work closely with local colleges and universities facilitating the placement of interns.

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

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

The number one goal of the APPLES program is to retain effective and highly effective teachers in Lee County. The APPLES program provides support to developing professionals through coursework, mentor teacher support, and administrator support. Teachers who participate in induction programs and mentoring are more likely to stay in the profession and express job satisfaction. The APPLES program within Lee County is designed to provide developing professionals job embedded professional development and opportunities for professional growth and reflection.

Our APPLES teachers are paired with a teacher on their specific grade level. Rasheeda Williams/Nikki McKay- Kindergarten; Deborah Spurlin/Melissa Bonta- Second Grade; Sue Turner/Nicole Emery First Grade. They meet regularly with peer mentor and monthly APPLES meeting with school administration for additional support.

Also,all probationary teachers need to complete a Personal Learning Plan (PLP) as well as complete all requirements of the district's APPLES program. This includes regular classroom walk-throughs, lesson planning and observations.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

School Leaders and Teachers analyze data to address the needs of all students. Teachers document in their lesson plans differentiated instruction. Teachers are supported through collaboration, planning and professional development. Our Intensive Academic students are supported through a co-teaching

model in grades 3, 4 and 5. Our Resource Teacher follows the push-in model providing support to our students in Kindergarten through 2nd.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

Summer instructional reading program at designated district school sites.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Student Transition and Readiness

PreK-12 Transition

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

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

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

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

Parent Information Nights for all grade levels during the month of September.

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the number of students meeting high standards in Science to 61% proficiency through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.
- G2.** Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.
- G3.** Increase Reading Learning Gains for all students to 77% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.

Strategic Goals Detail

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

G1. Increase the number of students meeting high standards in Science to 61% proficiency through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. 1a

G042856

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	61.0

Resources Available to Support the Goal 2

- NG District Adopted Science Textbooks/Materials
- Compass Learning
- Thinking Maps
- Leveled Readers/Non-Fiction Literature
- Technology Resources
- Co-Teaching Model
- Kagan Strategies
- Science Lab items
- Backward Design
- Professional Learning Communities
- Common Planning Time

Targeted Barriers to Achieving the Goal 3

- Lack of emphasis on Science in the Primary Grades.

Plan to Monitor Progress Toward G1. 8

Monitor Lesson Plans, Conduct Walk-throughs and Observations.

Person Responsible

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

OnCourse, Walk-through Data and Targeted Observations

G2. Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. 1a

G042797

Targets Supported 1b

Indicator	Annual Target
Math Gains	74.0
Math Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Thinking Maps
- Professional Learning Communities
- Common Planning Time
- MTSS process
- CPALMS
- District Adopted Textbooks
- Technology programs
- Kagan Cooperative Learning
- Math Journals/Versatiles/Hot Dots
- Co-Teaching Model
- School Wide Intervention/Enrichment Plan

Targeted Barriers to Achieving the Goal 3

- Staff Development and Faculty training in the area of Technology and Engagement Strategies (IXL, Compass Learning, CPALMS, Thinking Maps)

Plan to Monitor Progress Toward G2. 8

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Performance Matters data and Math Assessments SMART goals progress

G3. Increase Reading Learning Gains for all students to 77% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. 1a

G039319

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	77.0
ELA/Reading Lowest 25% Gains	68.0

Resources Available to Support the Goal 2

- Academic coaches
- Thinking Maps
- Staff development and Faculty Training
- Kagan Cooperative Learning
- Technology supported learning interventions and enrichment programs
- Volunteers/Community support
- Analyzing data using Performance Matters
- Differentiated Instruction
- Professional Learning Communities and collaborative planning
- CHAMPS
- Compass Learning
- Co-Teaching Model

Targeted Barriers to Achieving the Goal 3

- Changes in assessments, viewing of "tests" /Backward Design

Plan to Monitor Progress Toward G3. 8

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Performance Matters data and Concept Test data SMART goals progress

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of students meeting high standards in Science to 61% proficiency through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. **1**

 G042856

G1.B1 Lack of emphasis on Science in the Primary Grades. **2**

 B104672

G1.B1.S1 District is requiring a specific number of Science Grades in all grade levels. **4**

 S115883

Strategy Rationale

Emphasis on Science in all grades.

Action Step 1 **5**

Monitor Lesson Plans for Science lessons according to the Academic Plan.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

OnCourse Lesson Plans

Action Step 2 5

Conduct Walk-throughs during Science lessons/Language Arts.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Walkthrough Data

Action Step 3 5

Monitor Pinnacle Gradebook- Assessments

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Pinnacle

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

Monitor Lesson Plans, Conduct Walk-throughs and Observations.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Weekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

OnCourse, Walk-through Data and Targeted Observations

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

Monitor Lesson Plans, Conduct Walk-throughs and Observations.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

On 5/29/2015


Evidence of Completion

OnCourse, Walk-through Data and Targeted Observations

G2. Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. 1

 G042797

G2.B4 Staff Development and Faculty training in the area of Technology and Engagement Strategies (IXL, Compass Learning, CPALMS, Thinking Maps) 2

 B104551

G2.B4.S1 School Wide Faculty Training and Staff Development Calendar 4

 S115731

Strategy Rationale

Provide Training and support

Action Step 1 5

GLC's will request specific training from administrators.

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Master Training Calendar

Action Step 2 5

Technology training/Engagement Strategies will be offered quarterly by either on site staff or district support.

Person Responsible

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Evidence of Completion

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Karen Meisel

Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

SMART goals, Performance Matters Data

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Karen Meisel

Schedule

Quarterly, from 9/5/2014 to 5/29/2015

Evidence of Completion

SMART goals, Performance Matters Data

G3. Increase Reading Learning Gains for all students to 77% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development. 1

G039319

G3.B2 Changes in assessments, viewing of "tests" /Backward Design 2

B094693

G3.B2.S1 District will provide support and training, follow the academic standards, grade level developed supplemental materials. 4

S115692

Strategy Rationale

Support as needed.

Action Step 1 5

GLC's will notify Academic Coach of Reading Needs.

Person Responsible

Denise Boring

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Needs Assessment

Action Step 2 5

Grade Level will look at Academic Plan/Backward Design for each concept when pre-planning then compare standards to tests.

Person Responsible

Denise Boring

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Action Step 3 5

Grade Level will meet weekly to decide how to distribute the tasks to each member they will later need to make.

Person Responsible

Denise Boring

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Action Step 4 5

Academic Coach will contact District Personnel to assist in identifying authentic literature to teach the materials that are needed that are lacking from the textbooks.

Person Responsible

Denise Boring

Schedule

On 5/29/2015

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

SMART goals, Performance Matters Data

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar

Person Responsible

Dr. Denise Phillips-Luster

Schedule

Monthly, from 9/5/2014 to 5/29/2015

Evidence of Completion

SMART goals, Performance Matters Data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B4.S1.A1	GLC's will request specific training from administrators.	Phillips-Luster, Dr. Denise	9/4/2014	Master Training Calendar	5/29/2015 quarterly
G3.B2.S1.A1	GLC's will notify Academic Coach of Reading Needs.	Boring, Denise	9/5/2014	Needs Assessment	5/29/2015 monthly
G1.B1.S1.A1	Monitor Lesson Plans for Science lessons according to the Academic Plan.	Phillips-Luster, Dr. Denise	9/5/2014	OnCourse Lesson Plans	5/29/2015 weekly
G2.B4.S1.A2	Technology training/Engagement Strategies will be offered quarterly by either on site staff or district support.		9/4/2014	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	5/29/2015 quarterly
G3.B2.S1.A2	Grade Level will look at Academic Plan/ Backward Design for each concept when pre-planning then compare standards to tests.	Boring, Denise	9/5/2014		5/29/2015 monthly
G1.B1.S1.A2	Conduct Walk-throughs during Science lessons/Language Arts.	Phillips-Luster, Dr. Denise	9/5/2014	Walkthrough Data	5/29/2015 weekly
G3.B2.S1.A3	Grade Level will meet weekly to decide how to distribute the tasks to each member they will later need to make.	Boring, Denise	9/5/2014		5/29/2015 monthly
G1.B1.S1.A3	Monitor Pinnacle Gradebook-Assessments	Phillips-Luster, Dr. Denise	9/4/2014	Pinnacle	5/29/2015 weekly
G3.B2.S1.A4	Academic Coach will contact District Personnel to assist in identifying authentic literature to teach the materials that are needed that are lacking from the textbooks.	Boring, Denise	9/5/2014		5/29/2015 one-time
G1.MA1	Monitor Lesson Plans, Conduct Walk-throughs and Observations.		9/5/2014	OnCourse, Walk-through Data and Targeted Observations	5/29/2015 weekly
G1.B1.S1.MA1	Monitor Lesson Plans, Conduct Walk-throughs and Observations.	Phillips-Luster, Dr. Denise	9/5/2014	OnCourse, Walk-through Data and Targeted Observations	5/29/2015 one-time
G1.B1.S1.MA1	Monitor Lesson Plans, Conduct Walk-throughs and Observations.	Phillips-Luster, Dr. Denise	9/5/2014	OnCourse, Walk-through Data and Targeted Observations	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Phillips-Luster, Dr. Denise	9/4/2014	Performance Matters data and Math Assessments SMART goals progress	5/29/2015 monthly
G2.B4.S1.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Meisel, Karen	9/5/2014	SMART goals, Performance Matters Data	5/29/2015 quarterly
G2.B4.S1.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Meisel, Karen	9/5/2014	SMART goals, Performance Matters Data	5/29/2015 quarterly
G3.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Phillips-Luster, Dr. Denise	9/4/2014	Performance Matters data and Concept Test data SMART goals progress	5/29/2015 monthly
G3.B2.S1.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Phillips-Luster, Dr. Denise	9/5/2014	SMART goals, Performance Matters Data	5/29/2015 monthly
G3.B2.S1.MA1	Professional Learning Communities and Faculty Training, Meeting Minutes and School Wide Staff Development Training Calendar	Phillips-Luster, Dr. Denise	9/5/2014	SMART goals, Performance Matters Data	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.

G2.B4 Staff Development and Faculty training in the area of Technology and Engagement Strategies (IXL, Compass Learning, CPALMS, Thinking Maps)

G2.B4.S1 School Wide Faculty Training and Staff Development Calendar

PD Opportunity 1

GLC's will request specific training from administrators.

Facilitator

Cayce Staruk/Karen Meisel/Denise Boring

Participants

Staff as Needed

Schedule

Quarterly, from 9/4/2014 to 5/29/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.	5,347
Grand Total	5,347

Goal 2: Increase Math Learning Gains for all students to 74% through the use of Data Driven Systems, Professional Learning Communities, Standards Based Instruction, Student Engagement and programs that support Student Achievement and Development.		
Description	Source	Total
B4.S1.A1 - Thinking Maps training-Saturday	Title III	5,347
Total Goal 2		5,347