

St. Johns County School District

Hickory Creek Elementary School



2016-17 School Improvement Plan

Hickory Creek Elementary School

235 HICKORY CREEK TRL, Saint Johns, FL 32259

<http://www-hce.stjohns.k12.fl.us/>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	No	13%
Primary Service Type (per MSID File)	Charter School	2017-18 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	14%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	A*	A	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/29/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Hickory Creek Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Wayne Green	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Hickory Creek Elementary School will inspire our students to become confident, motivated, creative, compassionate, responsible learners who persevere and accept new challenges with a heart of character.

b. Provide the school's vision statement

Hickory Creek Elementary School will be a safe and engaging learning environment that seeks to balance the joys of childhood, the processes of creative exploration, and the unconditional love and acceptance of every child with the highest expectations of academic success. To that end, all children will develop a healthy self-image, a mind motivated to utilize the knowledge and skills acquired in order to critically and creatively solve problems and communicate effectively. Our children will be prepared to be successful at the next academic level with a heart of character that is moved to acts of respect, compassion, social and civic responsibilities. Accomplishing this vision for every child involves a faculty committed to sharpening their skills and practicing their craft at the highest levels, frequent and embedded collaboration with colleagues and parents, regular parental involvement that allows school and home to be mutually supportive and responsible for the overall development of each child with a community that responds eagerly when given multiple opportunities to support excellence.

2. School Environment

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

Upon registration, parents complete a survey providing information about the child's family and educational background that may provide insights into the needs and culture of the students. Teachers conduct many classroom activities that allow children to connect learning and projects to their family, culture and interests. The Principal meets with parents on a regular basis and is constantly using these meetings and surveys to receive feedback in the area of understanding the make-up and needs of our school family.

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

The school provides an Extended Day program both before and after school. Children enrolled are provided a safe, fun and supportive environment when school is not in session. Children who are not enrolled can be admitted in emergency situations so they are in a safe environment. Upon arrival and dismissal, plenty of safety patrols and adults greet everyone in the morning warmly and share the same warm good-byes in the afternoon. Routine and regular safety drills for fire, tornado, evacuation and emergencies are all practiced for the purpose of letting children know these routines and procedures are practiced. If they are ever in a true emergency, we all can remain safe. In terms of respect, students receive guidance lessons through resource as well as in the classroom which strengthen values of respect and value in each member of our school family. Experiences are structured throughout the school year that encourage students to work with peers in learning experiences that support and build teamwork as well as extend academic learning.

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

Each classroom has a list of classroom expectations for behaviors posted. These are discussed and positive and negative consequences are also displayed. Teachers manage behavior through a colored day system. Once children get to a red day, the office is involved. The administration also gets involved when students have made a choice of a serious nature. Discipline referrals are used to communicate with the administration when a child needs additional behavioral support or intervention. A team of faculty members are CPI trained and this system is used when a child begins to act in a manner which could cause direct harm to themselves or endanger the safety of others. Classroom behavioral systems are also managed and evaluated through the Marzano teacher evaluation system. Students who struggle regularly with appropriate behavior choices are brought for problem solving through the MTSS system. A school-wide behavior system targeted at both school buses and the cafeteria are also implemented and classrooms and bus cohorts are rewarded regularly as expectations for behavior are met. Our school has also implemented a school-wide Brag Tag program. As academic goals and accomplishments are met as well as behavioral, brag tags are added to a chain. Once a month, every grade level meets together for a HAWKS Brag-Tag celebration. Hawks stands for "Honoring All Who Keep Soaring". The school community as well as parents are invited to this celebration as accomplishments and progress are noted.

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

Our school guidance counselor provides guidance lessons to all children. During these lessons children are given opportunities to talk about their concerns as well as to learn techniques for stress management, conflict resolution and positive self-esteem. During these lessons, the counselor also looks for students who may need additional support in counseling or smaller groups. Teachers may also refer students for counseling, either individually or in small groups. Additional mental health services are available for students with greater demonstrated needs as well. Guidance and counseling systems are also woven throughout the MTSS and ESE systems to support children as needed. A mentoring program is in the development stage to provide highly at-risk students with an extra adult who provides regular relationship, attention and encouragement. Finally, children throughout the school are given opportunities to receive encouragement as students set goals and meet them, work on projects and learning that has intrinsic meaning to them and is relevant to areas of passion. Their contributions to each other as well as our communities are celebrated regularly. The school-wide Brag Tag program also supports a healthy self image and helps to connect self-esteem with effort and accomplishment.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Hickory Creek uses the Keeping Track system and PTO web site to monitor volunteer hours (more than 12,00 an average) and to qualify for the Golden School Award. The school communicates current and upcoming events, educational findings, instructional insights and legislative updates through the bi-monthly Hawks Nest school newsletter, which is sent home via an email alert to all families. Our school website communicates important school-wide information on data, programs and events. Each teacher maintains an active website for parent communication and an established database of email addresses. PTO regularly communicates with all families to encourage involvement in school activities and volunteerism. Parents have access to student achievement scores, test results, attendance records, discipline, and grades online through the Home Access Center. Time is allocated each semester for teachers to conduct parent-teacher conferences. We have also implemented Principal Chats which are a one-hour discussion between parents and the principal on various school-related topics held throughout the year. These are also used as feedback sessions for the principal to get input from parents. We also have implemented a text system through Remind.com where parents can receive a text message on important information from school.

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

The administration and PTO regularly visit local businesses and seek to build positive relationships with these businesses. A business partner appreciation day is held in which businesses are given VIP treatment for a day at school which highlights their contributions to our school community. Regular community service projects are held in various parts of our school community to also increase awareness and support for the needs of our school and the positive contributions our students make back to the community.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Groves, Bethany	Principal
Miller, Amie	Instructional Coach
Palmer, Loretta	Guidance Counselor
Hicks, Lauren	Psychologist
Hillier, Jill	Assistant Principal
Kruse, Lynne	Teacher, K-12

b. Duties

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

ILC-sets up RTI meetings, coordinates universal screener schedule, pulls Tier 1 data, facilitates meetings, contacts parents, fidelity checks, sets up tutoring schedule, provides training as needed. She supports classroom teachers with instruction as needed.

School Psychologist-documents meeting notes, ensures that district policies and procedures are being implemented, follows up with evaluations if necessary, writes MTR reports, provides feedback regarding the effectiveness of interventions and assists in Tier 1 data analysis

Guidance-follows up with counseling or 504 concerns and provides classroom lessons that support healthy self-esteem, anger and stress management, and appropriate social relationships for students

Speech/Language Pathologist-screens students with possible language concerns and supports in overall social-emotional development programs for students with special needs

Administration-monitors classroom instruction; designs, supports, and oversees school-wide systems structured for student success; acts as a problem solver and liaison between parents and school through SAC, parent meetings and individual conferences; gathers consent for evaluation, participates in RTI and ESE meetings.

Behavior Specialist-assists with writing FBA/BIPs, provides feedback pertaining to behavioral concerns.

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

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

SAI funds will be used to meet the needs of our FSA Level 1 and 2 students, "bubble" students at all levels, Tier 2/3 students within the MTSS model and all students who may be identified as "at risk". These students will receive additional language arts and computer instruction building test-taking skills by use of a media paraprofessional. As students increase competence and confidence with computer skills, as well as receive extra support in writing and literacy activities on-line, the expectation is that students will be better prepared to succeed on statewide assessments.

SAR funds and profits from extended day funds will specifically be used to purchase a renewal site license for a 1-year subscription to IXL Math and substitute teachers to provide intensive small group instruction. The IXL Math program allows students to practice math skills daily, provides students with immediate feedback, and allows the student to correct their mistakes while working towards mastery on grade level standards. The program also provides 37 detailed performance reports, which include data on grade-level proficiency, student weaknesses, and progress toward meeting state standards. The reports allow teachers and staff to view data trends over time, including strengths and weaknesses. As students master skills the program also includes incentives such as awards and a game feature to encourage students to continue the program. The IXL program is aligned to the 2010 NGSSS and CCSS. To provide specific and small group interventions, substitute teachers will meet with groups no larger than 6 students who've been identified as needing specific skills to reach mastery of grade level standards. The lessons will be prepared by the ILC in collaboration with the grade level teachers. Progress will be monitored, daily, bi-weekly and monthly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Bethany Groves	Principal
Lynda Wilson	Parent
Sheila Renna	Parent
Sandra Rebeor	Parent
Michelle Strobeck	Parent
Amy Hutto	Parent
Jenn Hall	Parent
Sarah Goselin	Teacher
Donna McGill	Teacher
Belinda Smith	Education Support Employee
Michelle Bedell	Parent
Joslyn Facemyer	Parent
Bethany Leonard	Parent
Tara Lutes	Parent
Nate Lutes	Business/Community
Haley Werle	Parent
Traci Anne Posse	Parent
Lynne Kruse	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

At the beginning of the 16-17 school year, the plan from last year was reviewed by SAC. Data was examined to determine which goals were met and which were not met. Those goals that still represented needs for the current school year were revised and incorporated into this year's school improvement plan. Results on last year's plan were also prepared to release to the school community.

b. Development of this school improvement plan

In addition to parent, teacher and student responses to the spring needs assessment surveys, legislative, state and district initiatives contribute to the formation of the annual school improvement plan. A draft SIP prepared by school administrators in September is submitted to the school advisory council for review and approval in September. Recommendations are incorporated into a final version of the school improvement plan that is submitted to the school board for approval.

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

The annual budget was created with the leadership team in spring of 2016.

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

School improvement monies at Hickory Creek have been allocated for the professional development of teachers, rooted in the philosophy that "schools will grow as their teachers grow". School improvement funds were also used to purchase Raz Kids which is an online reading program that

supports the literacy skills of emergent readers and provides motivation needed especially with struggling readers.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Groves, Bethany	Principal
Miller, Amie	Instructional Coach
Chalut, Michaeleen	Instructional Media
Eads, Laura	Teacher, K-12
Ford, Torrey	Teacher, K-12
Teaman, Wendy	Teacher, K-12
Hillier, Jill	Assistant Principal
Young, Kathy	Teacher, K-12
Gilleland, Mindy	Teacher, ESE

b. Duties

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

Major initiatives of the LLT this year will include facilitating training for staff on the Florida Standards and the implications for changes to instructional practices, securing resources to increase the collection of non-fiction text at all grade levels, providing training to teachers to successfully implement curriculum maps, and providing training to teachers to effectively integrate Reading and Writing Instruction in all content areas. They also provide additional support on the implementation of the District's Balanced Literacy Plan, the new curriculum "Making Meaning", "Being a Writer", and "Being a Reader" as well as school-wide ideas and incentives to support student motivation, goal setting and achievement in language arts.

D. 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).

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

Every Friday, our faculty meets for Friday Faculty Focus. There we complete book studies, discuss school wide mission, vision, goals and priorities as well as instructional strategies and community building. Grade level teachers have 45 minutes of common planning time four days a week. We are using the Dufour PLC process to structure that planning time through collaborative planning, formative assessment and differentiation. Administration meets with PLCs on Mondays in order to support this collaborative process. Teachers also have a 30 minute common lunch every day which they use to eat

together and build collegiality. Finally, early release Wednesdays allow again for collaboration, planning and training on a weekly basis.

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

In identifying highly-qualified, effective teacher applicants, the principal considers the Gallup Teachers Insight score, undergraduate and graduate degrees, certification areas and previous employer references. During the interview process strategically designed interview questions, student growth data and teacher and administrator recommendations are used when recruiting teachers for Hickory Creek Elementary School. Only certified-in-field, Marzano Highly-Effective or Effective-rated professionals are considered for faculty openings. During the two year period from 2014 - 2016, 91% percent of the faculty recruited to teach at Hickory Creek have been retained by the school. Upon hire, teachers are assigned mentors, given various opportunities for professional development and receive feedback from formal and informal observations in order to effectively transition them to the school's culture and ensure they are able to meet its highest standards and expectations.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the

core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

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

Each grade level works in a PLC to understand the standards, create formative assessments, integrate the most effective instructional strategies, examine formative assessment results by grade level and then to create a plan to remediate and enrich students based on the needs. Students that struggle are provided with a variety of small group interventions including reteaching, alternate methods and concrete review. These occur in small group or one-on-one instructional sessions and continue until mastery is achieved on an assessment. Review continues periodically as needed in centers as well.

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

Strategy: After School Program

Minutes added to school year:

The before- and after-school program extended day program offers K-5 enrolled students a variety of enrichment activities including homework assistance, independent reading for pleasure, interactive games and play, and structured cross-curricular activities. Students may also participate in after school group musical and choral instruction. In addition, students in the after-school program may enroll in activities conducted by outside vendors such as drawing/painting, foreign language instruction, and dance study.

Strategy Rationale

Rather than just provide supervision for students whose parents are working, we can use the time to remediate students who are struggling, provide homework and tutoring support for students who need review and enrich the students who are ready for more.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Groves, Bethany, bethany.groves@stjohns.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Prekindergarten students who have been identified by the district's referral process are found eligible for prekindergarten studies offered at specific locations. These students transition to Hickory Creek Elementary School and are monitored for performance and achievement compared to their peers using the MTSS model. Prekindergarten students who require speech or language therapy are able to access walk-in therapy sessions at our location during the school year. All K-2 students are monitored to ensure success at the same rate of their peers. If students begin to struggle academically, socially or behaviorally, they are referred to the MTSS team in order to begin interventions and monitor progress. Out-going 5th grade students are supported through transition meeting involving ESE or gifted support staff for students that need. Other students with unique needs are highlighted to administration in order to make sure they each receive the support and/or accommodations as they transition to middle school.

b. College and Career Readiness

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

N/A

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

N/A

3. 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

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

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Hickory Creek teachers will successfully create formative and summative ELA assessments that support a deeper level of rigor and instructional focus as well as the means of providing targeted data for differentiation in ELA.

- G2.** Hickory Creek teachers will use data to drive differentiated and flexible student instruction groups and also use data to support student goal setting and empowerment through student data notebooks in order to help each student master grade level standards and make a year's growth in ELA.

- G3.** All students at Hickory Creek will self-evaluate and set a goal in an area of one of the six pillars of Character as well as participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program.

Strategic Goals Detail

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

G1. Hickory Creek teachers will successfully create formative and summative ELA assessments that support a deeper level of rigor and instructional focus as well as the means of providing targeted data for differentiation in ELA. 1a

G083093

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	72.0

Targeted Barriers to Achieving the Goal 3

- Time needed to collaborate as grade level teachers and ESE teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District developed curriculum maps, content area cadres, supplemental nonfiction reading materials and district and school based professional development opportunities in the areas of the following: curriculum maps, C-Palms, MFAs, Complex Text, Close Reading, ELA integrations, designing rubrics and scales, scientific method and inquiry model, technology integration, book studies, PLC resources and data-driven decision making, Common planning time for grade level teachers. New NEST schedule and support from entire ESE team with Media and parapro support.

Plan to Monitor Progress Toward G1. 8

Grade Level PLC notes and attendance logs collected weekly, student data collected as well as formative and summative assessments

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Increased percentage of students mastering grade level standards as seen on DE ELA, FSA and classroom assessments.

G2. Hickory Creek teachers will use data to drive differentiated and flexible student instruction groups and also use data to support student goal setting and empowerment through student data notebooks in order to help each student master grade level standards and make a year's growth in ELA. 1a

G083094

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	85.0

Targeted Barriers to Achieving the Goal 3

- Teachers need to develop a deeper understanding of the PLC process and apply it to ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

observe teachers using student data to create flexible differentiated instructional groups and see students using data notebooks to drive own motivation for learning

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student data notebooks, lesson plans and differentiated data

G3. All students at Hickory Creek will self-evaluate and set a goal in an area of one of the six pillars of Character as well as participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program. **1a**

G083095

Targets Supported **1b**

Indicator	Annual Target
School Climate Survey - Parent	100.0

Targeted Barriers to Achieving the Goal **3**

- Teachers do not have the resources to help students self-evaluate and set goals in the area of Character. They also need resources to help students connect to Community Service projects.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Guidance Counselor and Guidance lessons, PTO service projects and parent support, Volunteers
- School-wide initiatives and service projects, classroom projects

Plan to Monitor Progress Toward G3. **8**

Students will self-evaluate according to the six pillars of character, contribute to service learning activities, and demonstrate improved character traits through goal setting and community service.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Students self-evaluations of character, met goals, brag tags and community service stats.

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. Hickory Creek teachers will successfully create formative and summative ELA assessments that support a deeper level of rigor and instructional focus as well as the means of providing targeted data for differentiation in ELA. **1**

G083093

G1.B1 Time needed to collaborate as grade level teachers and ESE teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all. **2**

B220310

G1.B1.S1 Schedules have been created to ensure teachers within grade levels have time to collaborate. Three Wednesdays per month are reserved for team planning. One Wednesday per six weeks has grade levels meet with administration, RTI and ILC to collaborate, plan, monitor student progress, receive PD and plan as a team. **4**

S232552

Strategy Rationale

If the systems of the school can be structured to provide common planning time, teachers will use this to research, discuss, implement and assess effective learning processes.

Action Step 1 **5**

Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.

Person Responsible

Bethany Groves

Schedule

On 8/10/2016

Evidence of Completion

A resource schedule which allows for common planning time, grade level PLC logs demonstrating the use of common planning time to address instruction.

Action Step 2 5

Provide adequate PD on the new language arts curriculum maps and curriculum and the training required to implement and effectively use these maps and materials

Person Responsible

Bethany Groves

Schedule

Semiannually, from 8/10/2016 to 4/7/2017

Evidence of Completion

Attendance logs, PLC grade level notes and attendance logs, observation of teachers using CPalms and MFAs, and data sheets demonstrating student results of MFAs.

Action Step 3 5

Training on the PLC process and then the implementation of the PLC process with ELA to monitor student progress and differentiate support to mastery.

Person Responsible

Bethany Groves

Schedule

Weekly, from 7/19/2016 to 5/19/2017

Evidence of Completion

Attendance at PLC conference for team leaders and at least half the staff. PLC logs, notes and the NEST notes for evidence of differentiation for students,

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

adherence to agendas, schedules and timelines, teacher resources during instruction will reflect in increased awareness of the standards and implications for instruction, such as an increased use of ELAFs, and CPalms, PLC notes and data, formative and summative exams and student flexible, differentiated groups based on student data

Person Responsible

Bethany Groves

Schedule

Every 6 Weeks, from 8/19/2016 to 5/19/2017

Evidence of Completion

student achievement growth on ELAFs DE assessment and FSA, teacher awarded in-service points and highly effective ratings on teacher classroom observations.

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

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

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student will reach mastery of grade level targets and/or make at least one year's growth. Low 25% in ELA will have learning gains of at least 72% which is an 8% growth over last year.

G1.B1.S2 Friday Faculty Focus, a 30 minute faculty study time every week, will meet to support the philosophy of true PLCs, build a culture whose common focus is effective instruction and to troubleshoot concerns. 4

S232553

Strategy Rationale

Hickory's faculty has a high level of collegiality, but has not been provided the opportunity to develop a common understanding of how instructional PLCs function in terms of supporting the learning environment.

Action Step 1 5

Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Attendance logs of meetings, notes of meetings and evidence of successful grade level PLCs, school mission, vision, values and goals created.

Action Step 2 5

Books will be selected and purchased that support the professional development needs of the staff.

Person Responsible

Bethany Groves

Schedule

Semiannually, from 8/10/2016 to 3/1/2017

Evidence of Completion

FFF attendance logs, notes and reflections of staff that indicate the professional materials used to further professional and student growth.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Attendance logs will be kept along with reflections by teachers in Deliberate Practice Plans as it relates to the PLC process, growing common instructional culture.

Person Responsible

Bethany Groves

Schedule

Weekly, from 8/19/2016 to 5/19/2017

Evidence of Completion

Attendance Logs and Teacher Reflections

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Friday focus attendance logs, reflections in DPGP, outcomes of mission, vision, goals and priorities

Person Responsible

Bethany Groves

Schedule

Quarterly, from 8/19/2016 to 5/19/2017

Evidence of Completion

improved student data on FSA and DE in ELA due to increased understanding of PLC process and application to ELA instruction.

G1.B1.S3 ESE team will regularly meet with grade level teams to communicate about instructional needs of their students, current progress on standards and share effective resources. 4

S232554

Strategy Rationale

If the ESE is included in the planning of instruction and dissemination of data, learning gains will be more easily made with our ESE population; many of whom are in our low 25.

Action Step 1 5

Schedule created for ESE to regularly meet with grade level teams to discuss student progress, data and instructional needs, as well as discussions monitored and facilitated as needed.

Person Responsible

Jill Hillier

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Collaboration logs, lesson plans and student results

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will meet with ESE team and discuss collaboration needs and next steps after meeting with classroom teachers.

Person Responsible

Jill Hillier

Schedule

Monthly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Collaboration logs of ESE teachers as well as walk-through evidence of instruction based on classroom teacher input of student needs.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

ELA Discovery probes, progress monitoring data and summative retests will indicate increased student mastery of ELA standards for ESE students.

Person Responsible

Jill Hillier

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Collaboration logs, DE data, summative data, lesson plans

G1.B1.S4 Grade level teams will create formative and summative common assessments on ELA "Got to Have" standards and then use to monitor student progress and remediation needs as a grade level. 4

 S232555

Strategy Rationale

If teachers create the assessment tools needed to track student understanding, they will be more mindful of where students are in their understanding and which students need to be remediated towards mastery.

Action Step 1 5

Grade level teams create formative and summative assessments each nine weeks to monitor power ELA standards.

Person Responsible

Amie Miller

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

Evidence of Completion

Formative and Summative Assesments at each grade level and the data showing differentiated instruction based on that student data.

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administration will regularly sit in on PLC meetings to monitor progress and implementation of formatives and summatives.

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/22/2016 to 5/19/2017

Evidence of Completion

The formative and summative assessments as well as student data showing students placed in flexible, differentiated instructional groups.

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

ELA Discovery Education probes and quarterly progress monitoring will be used to monitor student success on standards to see if adequate time has been given to assessment development and data analysis as well as student retest scores on developed assessments.

Person Responsible

Amie Miller

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student DE ELA data and summative assessment data

G2. Hickory Creek teachers will use data to drive differentiated and flexible student instruction groups and also use data to support student goal setting and empowerment through student data notebooks in order to help each student master grade level standards and make a year's growth in ELA. 1

G083094

G2.B1 Teachers need to develop a deeper understanding of the PLC process and apply it to ELA. 2

B220311

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of the PLC process and student data notebooks and apply it to ELA. 4

S232556

Strategy Rationale

As teachers increase in their understanding of the PLC process, developing assessments based on Power standards and analyzing student results for flexible groups to remediate and enrich, as well as how student data notebooks can be used to motivate students, more targeted instruction on student need and results measured by standards will result.

Action Step 1 5

Team Leaders and at least have the staff will attend the PLC Conference for training in the PLC process.

Person Responsible

Bethany Groves

Schedule

Triannually, from 7/19/2016 to 11/30/2016

Evidence of Completion

Minutes and attendance logs from sessions.

Action Step 2 5

In-Service days and some common planning time will be spent developing and discussing formative assessments, summative assessments and student data notebooks contents and use.

Person Responsible

Jill Hillier

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student data notebook examples, assessments and results

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will attend with teachers and conduct discussions to help process and debrief next steps of application with teachers

Person Responsible

Bethany Groves

Schedule

Triannually, from 7/19/2016 to 11/30/2016

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will attend PLC meetings and review grade level notes to help monitor the application of the PLC process to ELA and student success.

Person Responsible

Bethany Groves

Schedule

Monthly, from 8/17/2016 to 5/19/2017


Evidence of Completion

Grade level PLC notes, attendance logs, student achievement data and progress monitoring

G3. All students at Hickory Creek will self-evaluate and set a goal in an area of one of the six pillars of Character as well as participate in a service learning or community service activity as a support to their positive character development built upon the 6 pillars in the Character Counts program. **1**

 G083095

G3.B2 Teachers do not have the resources to help students self-evaluate and set goals in the area of Character. They also need resources to help students connect to Community Service projects. **2**

 B220313

G3.B2.S1 Teachers, ILC and Administration will work together to create student friendly character self-assessments, forms to help set and track character goals and opportunities for school-supported community service. **4**

 S232559

Strategy Rationale

If teachers are provided materials and support, they will help students implement the self-evaluation and improvement process.

Action Step 1 **5**

Administration, ILC and Guidance Counselor will work together to create self-evaluation and goal setting forms for student use. They will also identify opportunities for students to get involved in community service.

Person Responsible

Bethany Groves

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Student use of character self-evaluation and goal setting forms in their data notebooks.

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

Administration will conduct student interviews during NEST time to support students as they articulate their self-evaluation and character goals. Administration will reward character goals met by students with Brag Tag at HAWKS Celebrations.

Person Responsible

Jill Hillier

Schedule

Every 6 Weeks, from 9/9/2016 to 5/19/2017

Evidence of Completion

Students Data notebooks and Character Counts Brag Tags

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

Teachers and Parents will be surveyed to see if they can see an improvement in the practical character and community awareness of their children.

Person Responsible

Bethany Groves

Schedule

On 4/14/2017

Evidence of Completion

SAC Survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.A1 A297581	Create common planning time for teachers four days a week which will require some creative problem...	Groves, Bethany	8/10/2016	A resource schedule which allows for common planning time, grade level PLC logs demonstrating the use of common planning time to address instruction.	8/10/2016 one-time
G2.B1.S1.MA1 M301500	Administration will attend with teachers and conduct discussions to help process and debrief next...	Groves, Bethany	7/19/2016	Teacher observations should indicate implementation of newly developed skills/strategies.	11/30/2016 triannually
G2.B1.S1.A1 A297588	Team Leaders and at least have the staff will attend the PLC Conference for training in the PLC...	Groves, Bethany	7/19/2016	Minutes and attendance logs from sessions.	11/30/2016 triannually
G1.B1.S2.A2 A297585	Books will be selected and purchased that support the professional development needs of the staff.	Groves, Bethany	8/10/2016	FFF attendance logs, notes and reflections of staff that indicate the professional materials used to further professional and student growth.	3/1/2017 semiannually
G1.B1.S1.A2 A297582	Provide adequate PD on the new language arts curriculum maps and curriculum and the training...	Groves, Bethany	8/10/2016	Attendance logs, PLC grade level notes and attendance logs, observation of teachers using CPalms and MFAs, and data sheets demonstrating student results of MFAs.	4/7/2017 semiannually
G3.B2.S1.MA1 M301507	Teachers and Parents will be surveyed to see if they can see an improvement in the practical...	Groves, Bethany	3/1/2017	SAC Survey results	4/14/2017 one-time
G1.MA1 M301498	Grade Level PLC notes and attendance logs collected weekly, student data collected as well as...	Groves, Bethany	9/19/2016	Increased percentage of students mastering grade level standards as seen on DE ELA, FSA and classroom assessments.	5/19/2017 quarterly
G2.MA1 M301501	observe teachers using student data to create flexible differentiated instructional groups and see...	Groves, Bethany	9/19/2016	Student data notebooks, lesson plans and differentiated data	5/19/2017 quarterly
G3.MA1 M301509	Students will self-evaluate according to the six pillars of character, contribute to service...	Groves, Bethany	9/19/2016	Students self-evaluations of character, met goals, brag tags and community service stats.	5/19/2017 quarterly
G1.B1.S1.MA1 M301490	Student Achievement data will show growth at a trend comparable to their peers and at target for at...	Groves, Bethany	9/19/2016	Student will reach mastery of grade level targets and/or make at least one year's growth. Low 25% in ELA will have learning gains of at least 72% which is an 8% growth over last year.	5/19/2017 quarterly
G1.B1.S1.MA1 M301491	adherence to agendas, schedules and timelines, teacher resources during instruction will reflect in...	Groves, Bethany	8/19/2016	student achievement growth on ELAFs DE assessment and FSA, teacher awarded in-service points and highly effective ratings on teacher classroom observations.	5/19/2017 every-6-weeks
G1.B1.S1.A3 A297583	Training on the PLC process and then the implementation of the PLC process with ELA to monitor...	Groves, Bethany	7/19/2016	Attendance at PLC conference for team leaders and at least half the staff. PLC logs, notes and the NEST notes for evidence of differentiation for students,	5/19/2017 weekly
G2.B1.S1.MA1 M301499	Administration will attend PLC meetings and review grade level notes to help monitor the...	Groves, Bethany	8/17/2016	Grade level PLC notes, attendance logs, student achievement data and progress monitoring	5/19/2017 monthly
G2.B1.S1.A2 A297589	In-Service days and some common planning time will be spent developing and discussing formative...	Hillier, Jill	9/19/2016	Student data notebook examples, assessments and results	5/19/2017 quarterly
G3.B2.S1.MA1 M301508	Administration will conduct student interviews during NEST time to support students as they...	Hillier, Jill	9/9/2016	Students Data notebooks and Character Counts Brag Tags	5/19/2017 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S1.A1 A297592	Administration, ILC and Guidance Counselor will work together to create self-evaluation and goal...	Groves, Bethany	9/19/2016	Student use of character self-evaluation and goal setting forms in their data notebooks.	5/19/2017 quarterly
G1.B1.S2.MA1 M301492	Friday focus attendance logs, reflections in DPGP, outcomes of mission, vision, goals and priorities	Groves, Bethany	8/19/2016	improved student data on FSA and DE in ELA due to increased understanding of PLC process and application to ELA instruction.	5/19/2017 quarterly
G1.B1.S2.MA1 M301493	Attendance logs will be kept along with reflections by teachers in Deliberate Practice Plans as it...	Groves, Bethany	8/19/2016	Attendance Logs and Teacher Reflections	5/19/2017 weekly
G1.B1.S2.A1 A297584	Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the...	Groves, Bethany	8/10/2016	Attendance logs of meetings, notes of meetings and evidence of successful grade level PLCs, school mission, vision, values and goals created.	5/19/2017 weekly
G1.B1.S3.MA1 M301494	ELA Discovery probes, progress monitoring data and summative retests will indicate increased...	Hillier, Jill	9/19/2016	Collaboration logs, DE data, summative data, lesson plans	5/19/2017 quarterly
G1.B1.S3.MA1 M301495	Administration will meet with ESE team and discuss collaboration needs and next steps after meeting...	Hillier, Jill	9/19/2016	Collaboration logs of ESE teachers as well as walk-through evidence of instruction based on classroom teacher input of student needs.	5/19/2017 monthly
G1.B1.S3.A1 A297586	Schedule created for ESE to regularly meet with grade level teams to discuss student progress, data...	Hillier, Jill	8/10/2016	Collaboration logs, lesson plans and student results	5/19/2017 monthly
G1.B1.S4.MA1 M301496	ELA Discovery Education probes and quarterly progress monitoring will be used to monitor student...	Miller, Amie	9/19/2016	Student DE ELA data and summative assessment data	5/19/2017 quarterly
G1.B1.S4.MA1 M301497	Administration will regularly sit in on PLC meetings to monitor progress and implementation of...	Groves, Bethany	8/22/2016	The formative and summative assessments as well as student data showing students placed in flexible, differentiated instructional groups.	5/19/2017 monthly
G1.B1.S4.A1 A297587	Grade level teams create formative and summative assessments each nine weeks to monitor power ELA...	Miller, Amie	9/12/2016	Formative and Summative Assesments at each grade level and the data showing differentiated instruction based on that student data.	5/19/2017 quarterly

V. Professional Development Opportunities

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

G1. Hickory Creek teachers will successfully create formative and summative ELA assessments that support a deeper level of rigor and instructional focus as well as the means of providing targeted data for differentiation in ELA.

G1.B1 Time needed to collaborate as grade level teachers and ESE teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all.

G1.B1.S1 Schedules have been created to ensure teachers within grade levels have time to collaborate. Three Wednesdays per month are reserved for team planning. One Wednesday per six weeks has grade levels meet with administration, RTI and ILC to collaborate, plan, monitor student progress, receive PD and plan as a team.

PD Opportunity 1

Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.

Facilitator

Bethany Groves, Principal Jill Hillier Assistant Principal

Participants

Resource and classroom teachers

Schedule

On 8/10/2016

PD Opportunity 2

Provide adequate PD on the new language arts curriculum maps and curriculum and the training required to implement and effectively use these maps and materials

Facilitator

Bethany Groves, Principal Jill Hillier, Assistant Principal Amie Miller, ILC Laurie Hayes, District ELA Specialist

Participants

Classroom Teachers

Schedule

Semiannually, from 8/10/2016 to 4/7/2017

PD Opportunity 3

Training on the PLC process and then the implementation of the PLC process with ELA to monitor student progress and differentiate support to mastery.

Facilitator

Bethany Groves, Principal Jill Hiller, Assistant Principal Amie Miller, ILC

Participants

Classroom Teachers

Schedule

Weekly, from 7/19/2016 to 5/19/2017

G1.B1.S2 Friday Faculty Focus, a 30 minute faculty study time every week, will meet to support the philosophy of true PLCs, build a culture whose common focus is effective instruction and to troubleshoot concerns.

PD Opportunity 1

Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.

Facilitator

Bethany Groves, Principal Jill Hillier, Assistant Principal Amie Miller, Instructional Literacy Coach
Grade Level Team Leaders

Participants

School Faculty

Schedule

Weekly, from 8/10/2016 to 5/19/2017

PD Opportunity 2

Books will be selected and purchased that support the professional development needs of the staff.

Facilitator

Bethany Groves, Principal

Participants

School Staff

Schedule

Semiannually, from 8/10/2016 to 3/1/2017

G1.B1.S4 Grade level teams will create formative and summative common assessments on ELA "Got to Have" standards and then use to monitor student progress and remediation needs as a grade level.

PD Opportunity 1

Grade level teams create formative and summative assessments each nine weeks to monitor power ELA standards.

Facilitator

Amie Miller, ILC

Participants

Classroom Teachers

Schedule

Quarterly, from 9/12/2016 to 5/19/2017

G2. Hickory Creek teachers will use data to drive differentiated and flexible student instruction groups and also use data to support student goal setting and empowerment through student data notebooks in order to help each student master grade level standards and make a year's growth in ELA.

G2.B1 Teachers need to develop a deeper understanding of the PLC process and apply it to ELA.

G2.B1.S1 To provide a variety of professional development opportunities for teachers to deepen their understanding of the PLC process and student data notebooks and apply it to ELA.

PD Opportunity 1

Team Leaders and at least have the staff will attend the PLC Conference for training in the PLC process.

Facilitator

Bethany Groves, Principal Jill Hillier, Assistant Principal

Participants

Certified teaching staff

Schedule

Triannually, from 7/19/2016 to 11/30/2016

PD Opportunity 2

In-Service days and some common planning time will be spent developing and discussing formative assessments, summative assessments and student data notebooks contents and use.

Facilitator

Bethany Groves, Principal

Participants

classroom teachers

Schedule

Quarterly, from 9/19/2016 to 5/19/2017

VI. Technical Assistance Items

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

G1. Hickory Creek teachers will successfully create formative and summative ELA assessments that support a deeper level of rigor and instructional focus as well as the means of providing targeted data for differentiation in ELA.

G1.B1 Time needed to collaborate as grade level teachers and ESE teachers to understand the standards, discuss most effective teaching strategies, to find appropriate resources to instruct and assess the standards, to formally assess student progress and then to set plans for remediation and enrichment in order to support grade level mastery for all.

G1.B1.S3 ESE team will regularly meet with grade level teams to communicate about instructional needs of their students, current progress on standards and share effective resources.

TA Opportunity 1

Schedule created for ESE to regularly meet with grade level teams to discuss student progress, data and instructional needs, as well as discussions monitored and facilitated as needed.

Facilitator

Jill Hillier, Assistant Principal Mindy Gilleland, ESE team Leader

Participants

ESE team and classroom teachers

Schedule

Monthly, from 8/10/2016 to 5/19/2017

VII. Budget

1	G1.B1.S1.A1	Create common planning time for teachers four days a week which will require some creative problem solving with the resource wheel.				\$26,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Hickory Creek Elementary School	Other		\$26,500.00
			<i>Notes: SAR/SAI Funds to get paraprofessional that works with the Media Specialist to support technology for students and allowing another class to meet on the resource wheel at the same time.</i>			
2	G1.B1.S1.A2	Provide adequate PD on the new language arts curriculum maps and curriculum and the training required to implement and effectively use these maps and materials				\$0.00
3	G1.B1.S1.A3	Training on the PLC process and then the implementation of the PLC process with ELA to monitor student progress and differentiate support to mastery.				\$0.00

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4	G1.B1.S2.A1	Conduct Friday Faculty Focus times when teachers study PLC process, other PD books that support the instructional process and defining a collective instructional culture.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Hickory Creek Elementary School	School Improvement Funds		\$500.00
<i>Notes: Books for Book Study as needed</i>						
5	G1.B1.S2.A2	Books will be selected and purchased that support the professional development needs of the staff.				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Hickory Creek Elementary School	School Improvement Funds		\$1,500.00
<i>Notes: School Improvement funds used to buy books and resources that support teacher understanding and professional development in the areas of PLC, formative and summative assessments and ELA.</i>						
6	G1.B1.S3.A1	Schedule created for ESE to regularly meet with grade level teams to discuss student progress, data and instructional needs, as well as discussions monitored and facilitated as needed.				\$0.00
7	G1.B1.S4.A1	Grade level teams create formative and summative assessments each nine weeks to monitor power ELA standards.				\$0.00
8	G2.B1.S1.A1	Team Leaders and at least have the staff will attend the PLC Conference for training in the PLC process.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Hickory Creek Elementary School	Other		\$20,000.00
<i>Notes: Extended Day funds will be used to provide the conference and travel expenses for team leaders and at least have the staff to receive training in the PLC Process.</i>						
9	G2.B1.S1.A2	In-Service days and some common planning time will be spent developing and discussing formative assessments, summative assessments and student data notebooks contents and use.				\$0.00
10	G3.B2.S1.A1	Administration, ILC and Guidance Counselor will work together to create self-evaluation and goal setting forms for student use. They will also identify opportunities for students to get involved in community service.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0501 - Hickory Creek Elementary School	Other		\$2,000.00
<i>Notes: Resources purchased as needed for student data notebooks and character and community service support.</i>						
					Total:	\$50,500.00