

Castle Creek Elementary



2014-15 School Improvement Plan

Castle Creek Elementary

1245 N AVALON PARK BLVD, Orlando, FL 32828

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
69%

School Grades History

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

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Castle Creek Elementary provides monthly opportunities for families to meet and interact with teachers and staff through family night and Green School activities, and administrative outreach programs at local community sites. Our commitment to the Arts programs encourages students and families to become involved in school learning programs, as does our Reading and STEM Family Learning Nights. Open House provides an opportunity to visit the Book Fair either before or after visiting the child's classroom, in order to interact with staff members on Reading books available for students. Principal Daub sends a weekly update to all parents via the district telephone communication system, speaking of school success, the weekly calendar, and updates for parent information.

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

Castle Creek Elementary has put specific procedures in place for student arrival and dismissal, as well as student movement throughout the school day. All parents and guardians are required to complete the on-line Volunteer Application in order to enter the lobby from the school office during the school day. The Behavioral Leadership Team (BLT) proactively creates Character Education activities to engage students in anti-bullying initiatives, and in ways to handle themselves in situations in which they feel uncomfortable around other students. Administration policy within the school provides same-day investigation into any situation reported by parents that involves harassment, possible bullying, or disrespect. The Guidance Counselor teaches three classes each day in positive choices and decision-making, and positive interaction with peers. Our School Resource Officer is on duty at school one day per week.

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

School staff has been trained on proactive and effective ways to handle discipline in and out of the classroom. The Behavior Leadership Team meets every two weeks to review behavioral plans, and to update teachers on strategies to deal with students making poor choices in school, and with students disrupting classrooms. The job of the BLT is to look each individual student issue, and build a plan with the teacher that helps the child be successful in the classroom and at school functions. The Guidance Counselor interacts with students during Specials and/or recess, and creates a behavior plan with the student. The BLT then works as a team to ensure that the plan is successful.

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

The Guidance Counselor provides specific times for working one-on-one with students in need of social-emotional assistance. The school staff works to ensure that each student has an outlet both during school and after school, where their natural talents and interests can be enhanced. Student services includes opportunities in Music with Chorus and Drums, Art, Drama, Girls on the Run Running Club, Mathletes Math Club, Book Club and Battle of the Books, and Healthy Dragons exercise and fitness club. Our business Partners in Education provide both on and off-campus opportunities in Karate, dance, and gymnastics. In addition, the school celebrates student improvement and achievement through the award winning monthly recognition program, "On-A-Roll," through the "Terrific Kids" monthly award, Through the monthly "Exceptional Dragons" Character Award, and through the quarterly "AR" and Honor Roll/Perfect Attendance programs. It is the goal of the school to ensure that all students have the opportunity to create a positive identity for themselves in order to help meet the social-emotional needs of students.

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).

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

Castle Creek ES has a team comprised of the Principal, Assistant Principal, CRT, Reading Coach, ELL Compliance, Staffing Specialist, Guidance Counselor, and Registrar who comprise the Early Warning System for students. Each team member has a specific group of students that we are assigned, to ensure that all student indicators are addressed toward achieving academic success.

Early Warning Indicators:

ATTENDANCE: 5 days of unexcused absence, 9 day of total absence of any kind.

SUSPENSIONS: Referral to the Behavioral Leadership Team for an individual plan, prior to suspension.

COURSE FAILURE: Progress Reports (tutoring and interventions begins if grades are failing).

LEVEL 1 SCORE: Progress Monitoring, weekly student data.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	24	19	9	19	13	100
One or more suspensions	1	1	1	3	1	1	8
Course failure in ELA or Math	0	0	18	9	30	31	88
Level 1 on statewide assessment	0	0	0	39	32	32	103

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

Indicator	Grade Level				Total
	2	3	4	5	
Students exhibiting two or more indicators	6	9	6	24	45

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

Attendance letters are mailed to parents/guardians at five unexcused absences, or at 9 absences for any student. The school registrar sets an attendance meeting with the parents to review attendance expectations and academic progress as it relates to the missing of school.

The school provides tutoring in Language Arts and Math two times per week for each subject.

Students have interventions in their classrooms daily. Students with an IEP receive no less than one hour per week on skills in core instruction. Students with an LEP plan that require additional support receive no less than one hour per week of additional core instruction. Students identified through Progress Monitoring as "in danger" receive TIER 2 or TIER 3 interventions through MTSS.

The "Casey's Club" addresses at-risk students in grades 3-5. Each member of the administrative team is assigned a group of students who are at-risk through at least two of the early warning indicators.

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

The school plans at least 8 activities that positively target parents for training, information, and/or parent/family learning. The targets include academic and informational activities for parents. Castle Creek Elementary has at least one planned academic activity on campus or an outreach program off-campus per month. The on-campus activities include academic Open House and Book Fair, Math/ Science/STEM night in partnership with the PTA, the Fall Festival in partnership with PTA, "Holidays at the Castle" music and drama production, Reading Night in partnership with PTA, Writing training for parents, Assessment Information Night, and "Arts at the Castle" Fine Arts Festival. The off-campus outreach activities include the "A-School" celebration at Partner in Education Dunkin Donuts, the summer outreach program at Partner in Education ACE Hardware, and the four visits to our most populated neighborhoods to visit with families and pass out Reading books to our students, during the months of September, December, February, and April. Castle Creek Elementary is adding a "Green Classroom" for student and family learning, as part of the "Green School" Project.

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 school has a Partners in Education coordinator. The assignment of that person is to work with businesses and organizations to meet the vision and mission of Orange County Public Schools and of Castle Creek Elementary School, and to address the needs of the school based on the needs assessment, student data, and school initiatives and programs. Each business chooses a specific area of need to sponsor, and all are involved in one or more of the areas of the Green School Project. Each business is invited to SAC meetings and school events. The PIE coordinator has regular contact with each business. The business receives updates on student achievement as the information relates to

their project and contribution to student achievement. Three local Homeowner Associations meet monthly at the school in the evening, which gives the administrators an opportunity to share information about the school. We also have vendors who provide after-school programs for our students that align with the school goals and initiatives, including Champions Extended Day program, Always In Motion Dance and Gymnastics, Unity Karate School, Dramatic Education, and K-Kids, sponsored by the local Kiwanis Club.

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
Daub, Seth	Principal
Johnson, Monica	Assistant Principal
Sanchez, Doris	Instructional Coach
Mills, Christine	Instructional Coach
Rosado, Alicia	Instructional Coach
Taormina, Jessica	Instructional Coach
Geiger, Michele	Guidance Counselor

Duties

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

The function and responsibility of each leadership team member is as follows:

Principal, Seth Daub - Oversees all aspects of MTSS and SIP, conducts daily classroom visits in grades 3-5, oversees Tier 1 core instruction, oversees all Tier 2 and Tier 3 intervention and progress monitoring plans for all students, and attends PLC meetings weekly for grades 3-5. Principal Daub is a voting member of the School Advisory Committee.

Assistant Principal, Monica Johnson - Conducts daily classroom visits in grades K-2 for teacher feedback, works with the Curriculum Resource Teacher and Reading Coach on curriculum and best practices in grades K-2, works with the K-2 PLCs to implement effective Tier 1 core instruction, works with the Reading Coach to implement Tier 2 and Tier 3 interventions and progress monitoring for K-2 based on student data, creates all academic schedules for students, is the leaders of the Behavioral Leadership Team, is the Coordinator of the Green School Project and STEAM activities, and attends all SAC meetings as a non-voting member.

Curriculum Resource Teacher, Doris Sanchez - Conducts daily classroom visits in all grades for teacher feedback and support, works with the K-5 PLCs to implement effective Tier 1 core instruction, works with the Reading Coach to implement appropriate Tier 2 and Tier 3 interventions and progress monitoring in grades K-5 based on student data. Mrs. Sanchez is also the testing coordinator, and provides Professional Development to teachers in Reading and Math strategies.

Reading Coach, Adam Ulenksi - Conducts daily classroom visits in grades K-5 for teacher feedback and support, works with grades K-5 PLCs and Lesson Planning meetings to implement effective Tier 1 core instruction, works with teachers in implementing effective Tier 2 and Tier 3 interventions for the lowest 25% of students in Reading and Math in grades 3-5, coordinates with the Testing Coordinator to monitor that all state and district assessments are completed on time and that data is disseminated to teachers appropriately, and analyzes data to redirect students to appropriate Tier 2 and Tier 3

interventions as new data is available. The Reading Coach provides Professional Development training in LLI and Lucy Calkins strategies for all teachers, reports weekly to the Principal on the effectiveness of MTSS. The Reading Coach is also the coordinator of before-school Math tutoring, and after-school Reading tutoring.

Guidance Counselor, Jennifer De La Rosa - Works with the Reading Coach, Curriculum Specialist, and administration to create MTSS plans for struggling students, works with teachers and the Behavioral Leadership Team to create behavior plans for students with discipline issues, works with families in need of food and clothes, works with students who need guidance with grades, works with students who feel that they are being bullied, or who are potentially bullying others, and teaches Specials classes in K-2 on positive choices, decision-making and goal setting.

Exceptional Education Placement Specialist, Christine Mills - Works with all teachers, the ESOL Compliance Coordinator, and the CRT to help determine appropriate placement for students, She works with the district School Psychologist to coordinate testing for ESE placement, creates learning plans through IEP's and 504 plans to meet specific student needs based on student testing, conducts parent meetings to ensure compliance with all laws governing ESE and 504 students, and provides support for teachers to ensure that students are given the appropriate accommodations to help student achievement.

ESOL Compliance / Intervention Leader, Alicia Rosado - Works with the Reading Coach, Curriculum Specialist and ESE Compliance leaders to determine appropriate placement for LEP students, coordinates testing and creates LEP plans to meet the needs of second language students, provides teacher support to ensure that students are given the necessary learning tools to support student achievement, and analyzes testing data to determine appropriate Tier 2 and Tier 3 interventions.

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 administrators and coaches do daily classroom visits to give feedback to teachers on best practices. The administrative team meets weekly to monitor MTSS and SIP structures with updated school-based data, to address the effectiveness of Tier 1 core instruction, to review Tier 2 and Tier 3 interventions for selected students based on data, to address teacher support systems, and to address the effectiveness of small group support. The school Leadership Team (the administrative team, team leaders, and department chairs) meet monthly to review data and trends. Grade-level PLCs meet weekly to address the effectiveness of core instruction and small group and individual student needs.

The school leadership and the SAC committee will coordinate SIP funds with Title II funds to provide staff development for Common Core State Standards, Reading, Math, Science, and Writing training for all teachers. Business partnerships will provide donations of money to provide Reading corners to enhance non-fiction and factual reading. Business partners will provide in-kind funding through donations of school supplies in order to provide supplies for students on free/reduced lunch. District funds will supply activities to provide busing for each child to experience one performing arts activity.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Maria Moody	Teacher
Seth Daub	Principal
Anna Laucirica	Parent
Roxanna Secas	Business/Community
Meaghan Hanrahan	Teacher
Kimberly Marcialis	Teacher
Ignacio Martinez	Education Support Employee
Lonneen Brown	Parent
Lety Gomez	Parent
Traci Matsko	Parent
Janel Adani	Parent
Richard Diaz	Parent
Sonya Moody	Parent
Lisa Moak	Parent

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

The SAC has reviewed the 2013-2014 school data. The first SAC meeting provided an overview of FCAT results, with explanation and discussion of areas of improvement, and areas that we continue to work toward making gains.

Development of this school improvement plan

The School Advisory Council will join the Principal in using student data to determine the needs of students, including the programs and learning resources needed to meet those needs. A needs assessment will be conducted to further guide the SAC toward decisions to support the School Improvement Plan, as well as, begin forming the 2014-2015 plan. The SAC will have nine monthly meetings to review the progress of the School Improvement Plan, beginning on September 15, 2014.

Preparation of the school's annual budget and plan

The SAC will meet monthly. The chairperson, Mrs. Moody, and the Principal will lead discussion and updates on the strategies and barriers in order to meet our goal of providing more rigor to all students in core classes. We will focus as a SAC on what is working that is showing improvement through student data, and will discuss new ideas on how to overcome barriers that are still impeding student achievement for all students.

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

There are no school improvement funds available. All funding is from the school budget.

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
Daub, Seth	Principal
Burgoon, Rebecca	Instructional Media
Sanchez, Doris	Instructional Coach
Taormina, Jessica	Instructional Coach
Camacho Moody, Maria	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT parent/family initiative for the year will be the planning of Literacy night in the Spring. The expected outcome will be 200+ families participating in reading activities that will encourage reading at home. The expected outcome in classrooms will be all teachers using Thinking Maps with fidelity, and measured through classroom visits and lesson plans by the Reading Coach.

The LLT will study monthly Accelerated Reader (AR) results and decide how best to allow all students who are not meeting goals to have more opportunity to participate in the AR program. The expected outcome is to increase the number of students meeting their goals by 10% in each grade level.

The LLT will monitor the reading corners in the school lobby to ensure that students have access to non-fiction and informational text for teacher-led reading circles. The expected outcome is to have the Reading corners fully functional by October 1st, with a scheduling plan in place for teacher and student use.

The LLT will assess the classroom libraries of every classroom for the number of books and the level of the reading material through lexile levels of each book. The classroom libraries will be rebuilt in order to have non-fiction and informational text on easy, medium, and challenging levels for each classroom.

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

CCES teachers meet in PLC's every Tuesday for collaborative planning and instruction. Teachers meet with the Reading Coach to complete lesson plans on Thursday and Friday during common planning time. In addition, teachers meet together every Wednesday afternoon for training, collaboration, or meeting time, which focuses on professional relationships and student achievement.

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

Principal Seth Daub interviews and hires teachers and places teachers based on student data and student academic needs. Mr. Daub and his administrative team coach teachers using Marzano best practices, and meet weekly to analyze and make decisions based on student data. The administrative

team makes weekly visits to classrooms to assist teachers and give feedback. Professional Development is available one Wednesday per month, and weekly through PLC data meetings. Ongoing feedback through the Marzano Teacher Assessment tool allows for personal growth and development. New teachers to the school have a support system through their assigned faculty mentor and their academic team. New teachers to the profession have an on-campus mentor, and meet monthly with the CRT to discuss best practices.

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

Mrs. Sanchez, Curriculum Resource Teacher, is the leader for the teacher mentoring program. Any teacher new to the school is given a mentor specifically to orient them to working on student needs through student data. Teachers who are new to the profession are paired with highly effective teachers in the same grade or department. Teachers in need of support are paired with highly effective teachers as well as the Curriculum Resource Teacher and Reading Coach. All grade-level teachers have 45 minutes of common planning five mornings per week, a 40-minute common planning time for each grade level and department three days per week, and a 30-minute common planning time for each grade level and department one day per week. Weekly PLC meetings provide additional time to discuss best practices and analyze student data. In addition, the Curriculum Resource Teacher, Reading Coach, and the Assistant Principal are available in grades K - 2 to teach classes if a beginning teacher or struggling teacher wants to observe a lesson, or if the mentor wants to observe their partner to give feedback and coach. In grades 3-5, the Curriculum Resource Teacher, Reading Coach and Principal are available to teach classes if a beginning or struggling teacher wants to observe their mentor, or if the mentor wants to observe their partner to give feedback and to coach.

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

Each grade level PLC meets every Tuesday to discuss core instruction and to create lesson plans based on the OCPS Scope and Sequence, and on student data. Each grade level plans with the LLI/ Reading Coach on Thursdays. Lesson plans are evaluated using Marzano Domain II, and as a tool when administration conducts daily classroom visits.

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

Each academic team meets weekly to discuss the results of student data, based on formal evaluations and classroom feedback. Each teacher uses the District Reading Plan during the 90-minute Reading block for direct instruction and center work. Center work is based on student data and the standard that the lesson plan calls for. Learning centers are expected to have three-to-four levels of materials in each area, in order to meet the needs of the lowest students, as well as adding rigor for students that are functioning on a higher level. Students with an IEP receive Core Instruction at least two times per week. Students in Tier II receive LLI from their teacher in the classroom as part of the school day. Students needing support in Tier III meet with a learning coach at least two times per week. Pull Out Intervention programs are "Foundations in Reading," for students who need to understand the relationships between the most common letter combinations and sounds, "Adventures

in Reading," for LLI/Passport students who understand the relationships between the most common letter combinations and sounds, but need to learn how to quickly recognize words and their meaning to increase fluency and comprehension, and "Mastery of Meaning- Florida Ready," for students who can read but need to focus on improving knowledge of word meanings.

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: 2,640

Students in the lowest 25%, or in need based on district and state assessments in Reading and Math, will receive tutoring before and/or after the school day four days per week. Math tutoring is offered for one hour each Monday and Wednesday morning, and Reading tutoring is offered for one hour each Tuesday and Thursday. The tutoring is specific to the needs of each child and will be in the form of small group instruction. Students receive tutoring based on the MTSS intervention plan or IEP goals. Students enrolled in the Champions After School program receive tutoring daily for 30 minutes.

Strategy Rationale

Tutoring in specific areas of student weakness and academic need enhances the classroom standards being taught. The small group instruction allows for individual attention for the child, in order to help them understand and successfully use the standard.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Taormina, Jessica, jessica.taormina@ocps.net

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

Data will be collected from the previous year FCAT results, the fall DRA, FAIR, and STAR tests, and from teacher curriculum assessments. In addition, data from the previous year FCAT test will determine the lowest 25% in Reading and Math in grades 4 and 5, as well as retained 3rd grade students.

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

The school will participate in Kindergarten Roundup as per Orange County Public Schools (April). From the list of students who enroll in Kindergarten, the school will conduct screening opportunities to determine academic areas of strength and weakness in letters, numbers, shapes, colors, and sight words (May). The Parent Academic Night will be held after the screening process is complete to give parents screening results (May). The Parent Academic Night will provide education programs specific to strategies for strengthening the academic weaknesses during the summer prior to the start of school. Academic packets specific to Common Core State Standards will be provided.

Support for preschool children and parents will continue to be provided throughout the summer through packets specific to Common Core State Standards. The packet provided parents with academic tools to help students prepare for academic expectations in Kindergarten. The Media Center was opened during the summer each Thursday to allow for families to participate in Reading and AR tests.

Parent Conference Night will be held after the first report card (November) to detail areas of strengths and weaknesses, and to provide parents with specific strategies to work outside of school on the areas of academic weakness. Teachers will monitor student readiness through FLKRS assessments and teacher curriculum assessment. Information will be provided to parents through continuous and ongoing parent conferences and weekly written reports. Teachers will keep charts on each child for academic growth.

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

Castle Creek promotes academic and career planning through the Destination College program in core classes and Specials classes. In addition, the school infuses the Orange County Public Schools "Green School Initiative" in all phases of the school day. Through the Green School activities, we have "Teach-In" day dedicated to careers in environmental studies, health and nutrition, and alternative forms of energy. We have ongoing guest speakers from various universities, colleges, non-profit organizations, and career fields that focus on air quality, water conservation, energy conservation and solar energy, environmental conservation, and recycling/repurposing of trash and household items. Field trips are tied into core curriculum, college and career opportunities, and the "Green School" initiative. We are adding a "Green Classroom" for student and family learning as part of the "Green School Project."

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

Castle Creek incorporates the Destination College program. The Specials rotations incorporate career education through Computers, Art, Music, Guidance, and Health and Exercises programs. Every child is in the Specials rotation to ensure that all students receive career information. The school offers a 4-H club opportunity after school offers opportunities to learn about career and technical education programs through the conservation activities and the study of soil and food producing. The K-Kids groups, sponsored by the local Kiwanis Club, offers after-school activities and career information in energy conservation.

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

Castle Creek incorporates career and technical education through the integration of computer learning in each classroom. Every classroom is equipped with at least four computers, so students have continuous opportunity to integrate technical learning through core subjects.

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. Castle Creek will increase rigor in Reading, Math, Science, and Writing.

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. Castle Creek will increase rigor in Reading, Math, Science, and Writing. 1a

G049629

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	12.0

Resources Available to Support the Goal 2

- Students with a level 1 in ELA will receive weekly skilled based interventions and reteach using Ready FL-LAFS, as well as MTSS Tier 2 LLI support, and Tier 3 Passport Voyager support.
- Students with a level 1 in Math will receive weekly skilled based interventions and reteach using Ready FL-MAFS.
- All students will receive Writing instruction through the Journey's curriculum, Core Connections, and the Lucy Calkins writing curriculum.
- All students below grade level are monitored on a weekly basis. Ongoing progress monitoring will ensure that students are making academic progress.
- Rigor through STEM activities in Science will be embedded in core instruction and through the Green School Initiative in all grades.

Targeted Barriers to Achieving the Goal 3

- Student attendance is the most significant barrier to student success.
- Teacher Professional Development is required in Reading and Writing to improve rigor in the classroom.

Plan to Monitor Progress Toward G1. 8

The data collected will be overall attendance for all students in the school.

Person Responsible

Seth Daub

Schedule

Quarterly, from 10/23/2014 to 6/3/2015

Evidence of Completion

The quarterly attendance reports will show no more than 10% of students in each grade level with 10% absences for the quarter.

Plan to Monitor Progress Toward G1. 8

Student data will show a 10% improvement of students Reading on grade level in grades 3 - 5, using standardized tests.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

The results of weekly data on student Reading will determine that progress toward the goal is being met.

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. Castle Creek will increase rigor in Reading, Math, Science, and Writing. **1**

 G049629

G1.B1 Student attendance is the most significant barrier to student success. **2**

 B124238

G1.B1.S1 A total of 100 students had less than 90% of the school days in attendance in the 2013-2014 school year, which represents 12% of the students at the school missing 18 or more days throughout the school year. Teacher intervention with phone calls home at the third absence, followed by a letter from the attendance clerk, will better alert parents to the need for students to be in attendance. **4**

 S136163

Strategy Rationale

Parent awareness is key to getting students to school. Contacts made from multiple sources will be an early intervention to reducing absences.

Action Step 1 **5**

Weekly absence reports will be pulled Monday for the prior week. Phone calls, letters, or meetings will be set, depending on the number of absences total for the school year have occurred.

Person Responsible

Darlene Alvarez-Johnson

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

Reports and contact logs will be housed in the Registrar office, labeled "Attendance."

Action Step 2 5

Parent meetings will be set-up by the Registrar. Meetings will include administration, the ESE Placement Specialist, the Guidance Counselor, the CRT, and the ELL Compliance Monitor (depending on the student's academic plan).

Person Responsible

Darlene Alvarez-Johnson

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

All meeting minutes and student attendance plans will be housed in the Registrar/ Attendance office. Weekly monitoring of attendance will continue through the remainder of the school year.

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

The individual attendance records of each child with five or more days of absence will be monitored weekly.

Person Responsible

Darlene Alvarez-Johnson

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

The individual student attendance record will serve as the evidence for monitoring.

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

The individual attendance records of each child with five more days of absence will be monitored weekly.

Person Responsible

Darlene Alvarez-Johnson

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

The meeting notes and student attendance plans will be evidence of ongoing monitoring that the attendance plan is being followed.

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

Phone calls and letters concerning absences will be monitored through weekly meetings between the Registrar, administration, and student's teacher, to ensure that continued parent contact is being made.

Person Responsible

Seth Daub

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

The number of students with less than 90% attendance for the school year will decrease by 10% per grade level.

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

Meetings held concerning absences will be monitored through weekly monitoring of student attendance records.

Person Responsible

Seth Daub

Schedule

Weekly, from 10/6/2014 to 6/3/2015

Evidence of Completion

The number of students with less than 90% attendance for the school year will decrease by 10% per grade level.

G1.B1.S2 Meetings held with school personnel to review absences and the impact on student achievement should be held when a student hits the 9th day of absence within the school year, whether excused or unexcused. 4

 S136164

Strategy Rationale

The 9th day of absences by a student represents 5% of the core learning of the school year. Early intervention at 5% of the days is expected to lower the amount of student absence by half, thus allowing more time in core subject learning, skill-based intervention, and Tier 2 and Tier 3 intervention.

Action Step 1 5

Attendance team meetings will be held when a child has had the 9th day of absence for a school year occur, which represents 5% of the school year days missed.

Person Responsible

Darlene Alvarez-Johnson

Schedule

On 6/3/2015

Evidence of Completion

Attendance team meetings with student data will be recorded on paper, with a plan developed for the parent, students, and school to ensure that the student is coming to school.

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

Student academic data will be used to determine the impact of absences on student progress. The Registrar, administrator, and Guidance Counselor will be present, with possibly the teacher, ELL Compliance Coordinator, ESE Placement Specialist, the CRT, or the Reading Coach in attendance, depending on the student's academic plan.

Person Responsible

Darlene Alvarez-Johnson

Schedule

On 6/3/2015

Evidence of Completion

All attendance plans will be monitored through weekly attendance checks completed on Monday for the prior week, by the Registrar, with follow-up calls made if another absence occurs.

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

Attendance plans will be reviewed weekly by the Registrar and administrator. Further meetings or action will be initiated if attendance improvement is not shown and maintained, to include the school Social Worker, Law Enforcement, or Children and Families, if necessary.

Person Responsible

Monica Johnson

Schedule

Weekly, from 10/13/2014 to 6/3/2015

Evidence of Completion

Individual student attendance plans, with medical notes, interventions, and follow-up will be housed in the Registrar's office. Student data will be reviewed weekly through PLC's to monitor improvement in student performance. Weekly monitoring of individual students with an attendance plan will continue from the date of the plan through the end of the school year.

G1.B2 Teacher Professional Development is required in Reading and Writing to improve rigor in the classroom. **2**

 B124263

G1.B2.S1 Professional Development in Reading includes Journeys, LLI, and Pasport Voyager. Professional Development in Writing includes Journey's curriculum, Core Connections, and Lucy Calkins. In addition, Professional Development in writing lesson plans that include rigorous learning goals and activities are needed in all subjects. **4**

 S136178

Strategy Rationale

The two areas in which Castle Creek has had the most significant drop in student achievement during the past five years is Reading and Writing. Training to meet the needs of the lowest 30% of students, as well as to engage students on and above grade level, will enhance rigor for all students.

Action Step 1 **5**

Professional Development in Journeys will occur during common planning time and in after-school training.

Person Responsible

Doris Sanchez

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets by teachers will show attendance for professional development.

Action Step 2 **5**

Professional Development in LLI will occur during common planning time and in after-school training.

Person Responsible

Jessica Taormina

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets by teachers will show attendance for professional development.

Action Step 3 5

Professional Development in the Lucy Calkins writing curriculum is required to implement a writing program in grades K - 5.

Person Responsible

Jessica Taormina

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Sign-in sheets by teachers will show attendance for professional development.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Progress monitoring of student achievement by all teachers will monitor implementation. Student data showing improvement in data points will show implementation of rigor.

Person Responsible

Doris Sanchez

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Weekly PLC data meetings in grades 3 - 5 will show student progress. Data will be posted on data wall.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Progress monitoring of student achievement by all teachers will monitor implementation. Student data showing improvement in data points will show implementation of rigor.

Person Responsible

Doris Sanchez

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Weekly PLC data meetings in grades 3-5 will show student progress. Data will be posted on data wall.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Writing samples of all students from the Lucy Calkins writing curriculum will be monitored monthly.

Person Responsible

Jessica Taormina

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Student work for each student in each classroom will be monitored. Teachers are required to keep writing work as evidence. Evidence will be monitored by the administrative team through Marzano classroom visits, PLC meetings, and team lesson planning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data and test scores showing a 10% improvement in the number of students scoring on grade level in grades 3-5 will monitor the effectiveness of professional development.

Person Responsible

Doris Sanchez

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student data will reflect an improvement of 10% of students in grades 3-5 Reading on grade level.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data and test scores showing a 10% improvement in the number of student scoring on grade level in grades 3-5 will monitor the effectiveness of professional development.

Person Responsible

Doris Sanchez

Schedule

Weekly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Student data will reflect an improvement of 10% of students in grades 3-5 Reading on grade level.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student writing will be monitored in grades 3-5 for effective writing toward standardized testing expectations. The effectiveness of professional development will be monitored through student writing samples. Regular visits to each classroom by the Reading Coach, CRT, and administrators will provide feedback and evidence of the effectiveness of professional development in writing.

Person Responsible

Jessica Taormina

Schedule

Weekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Writing scores for grades 4 and 5 will improve by 10% over the last year's scores. Regular writing practice will be embedded in lesson plans to ensure effectiveness and fidelity.

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
G1.B1.S1.A1	Weekly absence reports will be pulled Monday for the prior week. Phone calls, letters, or meetings will be set, depending on the number of absences total for the school year have occurred.	Alvarez-Johnson, Darlene	10/6/2014	Reports and contact logs will be housed in the Registrar office, labeled "Attendance."	6/3/2015 weekly
G1.B1.S2.A1	Attendance team meetings will be held when a child has had the 9th day of absence for a school year occur, which represents 5% of the school year days missed.	Alvarez-Johnson, Darlene	10/13/2014	Attendance team meetings with student data will be recorded on paper, with a plan developed for the parent, students, and school to ensure that the student is coming to school.	6/3/2015 one-time
G1.B2.S1.A1	Professional Development in Journeys will occur during common planning time and in after-school training.	Sanchez, Doris	8/11/2014	Sign-in sheets by teachers will show attendance for professional development.	6/3/2015 monthly
G1.B1.S1.A2	Parent meetings will be set-up by the Registrar. Meetings will include administration, the ESE Placement Specialist, the Guidance Counselor, the CRT, and the ELL Compliance Monitor (depending on the student's academic plan).	Alvarez-Johnson, Darlene	10/6/2014	All meeting minutes and student attendance plans will be housed in the Registrar/Attendance office. Weekly monitoring of attendance will continue through the remainder of the school year.	6/3/2015 weekly
G1.B2.S1.A2	Professional Development in LLI will occur during common planning time and in after-school training.	Taormina, Jessica	8/11/2014	Sign-in sheets by teachers will show attendance for professional development.	6/3/2015 monthly
G1.B2.S1.A3	Professional Development in the Lucy Calkins writing curriculum is required to implement a writing program in grades K - 5.	Taormina, Jessica	8/11/2014	Sign-in sheets by teachers will show attendance for professional development.	6/3/2015 monthly
G1.MA1	The data collected will be overall attendance for all students in the school.	Daub, Seth	10/23/2014	The quarterly attendance reports will show no more than 10% of students in each grade level with 10% absences for the quarter.	6/3/2015 quarterly

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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
G1.MA2	Student data will show a 10% improvement of students Reading on grade level in grades 3 - 5, using standardized tests.	Daub, Seth	9/15/2014	The results of weekly data on student Reading will determine that progress toward the goal is being met.	6/3/2015 weekly
G1.B1.S1.MA1	Phone calls and letters concerning absences will be monitored through weekly meetings between the Registrar, administration, and student's teacher, to ensure that continued parent contact is being made.	Daub, Seth	10/6/2014	The number of students with less than 90% attendance for the school year will decrease by 10% per grade level.	6/3/2015 weekly
G1.B1.S1.MA4	Meetings held concerning absences will be monitored through weekly monitoring of student attendance records.	Daub, Seth	10/6/2014	The number of students with less than 90% attendance for the school year will decrease by 10% per grade level.	6/3/2015 weekly
G1.B1.S1.MA1	The individual attendance records of each child with five or more days of absence will be monitored weekly.	Alvarez-Johnson, Darlene	10/6/2014	The individual student attendance record will serve as the evidence for monitoring.	6/3/2015 weekly
G1.B1.S1.MA2	The individual attendance records of each child with five more days of absence will be monitored weekly.	Alvarez-Johnson, Darlene	10/6/2014	The meeting notes and student attendance plans will be evidence of ongoing monitoring that the attendance plan is being followed.	6/3/2015 weekly
G1.B2.S1.MA1	Data and test scores showing a 10% improvement in the number of students scoring on grade level in grades 3-5 will monitor the effectiveness of professional development.	Sanchez, Doris	9/15/2014	Student data will reflect an improvement of 10% of students in grades 3-5 Reading on grade level.	6/3/2015 weekly
G1.B2.S1.MA4	Data and test scores showing a 10% improvement in the number of student scoring on grade level in grades 3-5 will monitor the effectiveness of professional development.	Sanchez, Doris	9/15/2014	Student data will reflect an improvement of 10% of students in grades 3-5 Reading on grade level.	6/3/2015 weekly
G1.B2.S1.MA6	Student writing will be monitored in grades 3-5 for effective writing toward standardized testing expectations. The effectiveness of professional development will be monitored through student writing samples. Regular visits to each classroom by the Reading Coach, CRT, and administrators will provide feedback and evidence of the effectiveness of professional development in writing.	Taormina, Jessica	9/8/2014	Writing scores for grades 4 and 5 will improve by 10% over the last year's scores. Regular writing practice will be embedded in lesson plans to ensure effectiveness and fidelity.	6/3/2015 weekly
G1.B2.S1.MA1	Progress monitoring of student achievement by all teachers will monitor implementation. Student data showing improvement in data points will show implementation of rigor.	Sanchez, Doris	9/15/2014	Weekly PLC data meetings in grades 3 - 5 will show student progress. Data will be posted on data wall.	6/3/2015 weekly
G1.B2.S1.MA3	Progress monitoring of student achievement by all teachers will monitor implementation. Student data showing improvement in data points will show implementation of rigor.	Sanchez, Doris	9/15/2014	Weekly PLC data meetings in grades 3-5 will show student progress. Data will be posted on data wall.	6/3/2015 weekly
G1.B2.S1.MA5	Writing samples of all students from the Lucy Calkins writing curriculum will be monitored monthly.	Taormina, Jessica	9/8/2014	Student work for each student in each classroom will be monitored. Teachers are required to keep writing work as evidence. Evidence will be monitored by the administrative team through Marzano classroom visits, PLC meetings, and team lesson planning.	6/3/2015 monthly
G1.B1.S2.MA1	Attendance plans will be reviewed weekly by the Registrar and administrator. Further meetings or action will be initiated if attendance improvement is not shown and	Johnson, Monica	10/13/2014	Individual student attendance plans, with medical notes, interventions, and follow-up will be housed in the Registrar's office. Student data will be reviewed weekly through PLC's to	6/3/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	maintained, to include the school Social Worker, Law Enforcement, or Children and Families, if necessary.			monitor improvement in student performance. Weekly monitoring of individual students with an attendance plan will continue from the date of the plan through the end of the school year.	
G1.B1.S2.MA1	Student academic data will be used to determine the impact of absences on student progress. The Registrar, administrator, and Guidance Counselor will be present, with possibly the teacher, ELL Compliance Coordinator, ESE Placement Specialist, the CRT, or the Reading Coach in attendance, depending on the student's academic plan.	Alvarez-Johnson, Darlene	10/13/2014	All attendance plans will be monitored through weekly attendance checks completed on Monday for the prior week, by the Registrar, with follow-up calls made if another absence occurs.	6/3/2015 one-time

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.

G1. Castle Creek will increase rigor in Reading, Math, Science, and Writing.

G1.B2 Teacher Professional Development is required in Reading and Writing to improve rigor in the classroom.

G1.B2.S1 Professional Development in Reading includes Journeys, LLI, and Pasport Voyager. Professional Development in Writing includes Journey's curriculum, Core Connections, and Lucy Calkins. In addition, Professional Development in writing lesson plans that include rigorous learning goals and activities are needed in all subjects.

PD Opportunity 1

Professional Development in Journeys will occur during common planning time and in after-school training.

Facilitator

Doris Sanchez, Adam Ulenski

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 6/3/2015

PD Opportunity 2

Professional Development in LLI will occur during common planning time and in after-school training.

Facilitator

Adam Ulenski

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 6/3/2015

PD Opportunity 3

Professional Development in the Lucy Calkins writing curriculum is required to implement a writing program in grades K - 5.

Facilitator

Adam Ulenski

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 6/3/2015

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 1: Castle Creek will increase rigor in Reading, Math, Science, and Writing.	23,000
Grand Total	23,000

Goal 1: Castle Creek will increase rigor in Reading, Math, Science, and Writing.		
Description	Source	Total
B2.S1.A2	General Fund	23,000
Total Goal 1		23,000