

Volusia County Schools

Cypress Creek Elementary School



2015-16 School Improvement Plan

Cypress Creek Elementary School

6100 S WILLIAMSON BLVD, Port Orange, FL 32128

<http://myvolusiaschools.org/school/cypresscreek/pages/default.aspx>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	22%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

**Preliminary 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 Volusia County School Board on 11/10/2015.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Cypress Creek Elementary family will work as a team to encourage student achievement, safety, respect, and citizenship in order to ensure success of each and every student.

Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society. Cypress Creek cares about the success of every student. Our goal is to set high expectations and provide a quality education.

School Environment

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

Upon the new student registration process, the school is informed of the child's culture and if the child has a second language spoken at home thereby possibly qualifying for ESOL services. The guidance counselor then administers a test to determine if a language barrier exists. Teachers are then notified and given support to meet the individual needs of the student(s). Lessons given by the guidance counselor focus on being "sensitive" and "inclusive" to all peers. At the onset of the school year a Positive Expectation Assembly is held by the administration and counselor one for primary, a second for intermediate grades to set expectations for and discussed positive ways to celebrate diversity.

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

Students are surveyed annually regarding their feelings of safety and respect. Results of the surveys serve to focus guidance groups on specific needs. Individual and small group counseling is provided as needed.

Along with Bully Proofing classroom lessons, student may anonymously report bullying events in the media center.

Through out the school day, including before and after school, a team of trained parent volunteers serve on our SOS team. This Super Otters Serve team was established to assist students in arrival and dismissal procedures and ensure the safety of all students. Teachers and administrators are assigned specific morning and afternoon supervision duties. Teachers escort and supervise students at all times on campus. Supplements are provided to teachers who supervise beyond the contracted workday.

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

To safeguard instructional time, ensure student engagement and limit distractions our school has established protocols in place. The school explicitly teaches positive behavior expectations in each classroom, holds a positive expectations assembly for students, reinforces the district code of conduct and requires each parent to review and sign the Student Code of Conduct acknowledgement

form. All classrooms have rules and procedures along with consequences and rewards. Administration upholds these expectations by conferencing with students as necessary.

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 school offers the following resources to meet the social-emotional needs of all students:

- Life-skills Instruction
- Social Skills Instruction
- ACE peer-mentoring
- Small group Counseling
- Individual Counseling
- Classroom Guidance Lessons
- Teacher mentors
- Parent Conferences
- Contact with outside agencies as needed

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

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
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

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

Efforts are focused on increasing the attendance of parents/guardians at each of our curriculum nights which include:our Family Math-O-Fun Night, Science Experience Evening, Literacy Night,and Readers' Cafe. Special efforts will be made to encourage the attendance of families whose children are in the lowest performing quartile using a special invitation letter.

SAC and PTA will be presented with current information on Florida State Standards at each meeting. This will include a discussion of our mission statement and request feedback on the relativity of the goal.

We will continue parent/community involvement activity called Caring Through Sharing. Our guidance counselor delivers lessons in each classroom and through special area schedule meetings on giving and the life skills already in place. Classes will then collect can food items to help keep our local food banks filled. This a parent, student, business - combined effort.

We will continue our successful parent service group called, Super Otters Serve (S.O.S.) The purpose is to have our stakeholders look at strategies to ensure safety on our campus. Parents, after VIPs clearance and training, help patrol the campus before and after school. SOS members wear a yellow security vest with an SOS logo to help identify these trained members. The SOS members check that all our campus visitors have a badge and specific purpose. They walk late arriving students to their safely to their respective classrooms. They also assist in the afternoon dismissal routine.

Teachers are required to conference individually with every parent of their students at least twice per year to keep parents informed of their child's progress towards mastery of the standards set in place by the state.

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

Local business partners are a critical component in securing and utilizing resources to support the school and student achievement. These relationships have been built over the years through efforts of our Business Partner Coordinator. The Coordinator recruits, trains and recognizes our partners. Business partners are utilized for a variety of activities such as:

Open House

Teacher Appreciation Week

Math Night

Science Night

Literacy Night

Readers' Cafe

Student mentor

Super Otters Serve (SOS)

Parent's Night Out

Volusia County Sheriff

Vehicle/Career Day

Junior Achievement

Bethune Cookman Leaders as Readers program

Classroom needs

Volusia County Fire Department

Local AmVets

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:

Name	Title
Lifvendahl, Scott	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	Teacher, K-12
Potter, Karen	Teacher, K-12

Duties

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

The school-based leadership team members identify resources, both material and personnel, to determine the continuum of academic and behavioral supports available to students at the school. Academic and behavioral data are considered to set priorities and the functions of other existing teams (Problem Solving Team, Behavior Leadership Team and Professional Learning Communities). The eight-step problem solving process ensures that individuals, classes, grades and school-wide issues are addressed systematically using data to support intervention plans and to monitor progress. The school-based leadership team meets regularly to monitor all outcomes and to support and intervene as needed to ensure the academic and behavioral successes of all students.

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 school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. The school based leadership team is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The school based leadership team's framework follows the district's eight-step problem solving process, with Rtl as an integral component of the process. As a result the school improvement plan is based on a strategic analysis of data, and identified resources are matched to the needs of students/school.

Supplemental Academic Instruction (SAI) funds will be used to coordinate and implement an after-school program for students in grades 3-5. This after school tutoring program is designed to address the reading and math needs of identified at-risk students using individualized hands-on math inquiry, and quality fiction and nonfiction text. Funds will allow us to purchase needed materials, books and supplies. Highly qualified teachers will be hired to work with groups of no more than 6 students. Students will be monitored in this program using district reading and math assessments. The strategies used in this program address the Core Standards and FSA benchmarks necessary to increase learning gains of those in the lowest academic quartiles. The writing component of this program will have students participate in authentic writing as they respond to the given text using ELA Interactive Notebooks.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Scott Lifvendahl	Principal
Rebecca Pitchford	Principal
Tammy Carbonara	Parent
Renee Bergin	Parent
Kelly Haberstroh	Education Support Employee
Kelly Martin	Parent
Nancie Lenois	Teacher
Lisa O'Brien	Parent
Danielle Parthemore	Parent
Denise Rachesky	Parent
Amanda Ryan	Parent
Julia West	Teacher
Richard West	Teacher
Brian Wheeler	Teacher
Rebecca Pitchford	Principal
Carrie Achterberg	Parent
Carrie Pedri	Parent
Dave Dispennete	Parent
Marcy Downey	Parent
Karen Potter	Teacher
Trisha Bray	Teacher
Jill Burch	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 committee is involved with the evaluation process of last year's school improvement plan. The SAC committee looks at strategies utilized and were the goals met. Each goal is discussed and determined if the goal was met, partially met, if the goal should be carried forward or deleted.

Development of this school improvement plan

At the initial meeting of the SAC, data was reviewed from the results of the 2014-2015 four VLT, VLT Writes, VMT, and VST for Grades 3 -5. Ideas to increase learning gains were discussed with SAC. Members were given opportunity for input. The leadership team comprised of representatives of all our stakeholders, developed the strategic goal as well as the SMART Targets. The School Improvement Plan is data driven and focused on areas of school based need for both specific content areas as well as specific student populations. Adherence to the Problem Solving process ensures that individual, class-wide, and school-wide issues are addressed systematically with data; that interventions (supports) are tiered to the targeted problems; and that a plan is in place to monitor progress.

Preparation of the school's annual budget and plan

The school's annual budget and plan is presented to the SAC and open to stakeholders. The SAC will review the budget at each monthly meeting, provide input for fund allocation, and monitor the budget.

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

School Improvement funds are allocated based on the requests submitted by the faculty and staff for projects that specifically support the school improvement goals. Each request is evaluated by the SAC and voted upon for approval. Three teachers requested and were given funds to attend conferences. One to attend the FAHPERDS conference receiving \$120 from SIP funds. The \$120 was to cover the cost of registration. Two other teachers were allocated \$305 each to attend the NTSA conference. The funds covered one night's hotel stay and the cost of registration.

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:

Name	Title
Lifvendahl, Scott	Principal
Pitchford, Rebecca	Assistant Principal
Lenois, Nancie	SAC Member
Potter, Karen	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets to help develop learning targets. The team will focus on developing strategies to support the lowest 25% of the students in math and science as reported on VMT & VST by differentiating instruction as needed by learners.

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

Administration has scheduled weekly 55 minute long meetings for grade levels to collaborate on highly effective teaching strategies. This Professional Learning Community (PLC) time focuses on students' academic progress toward the standards as determined by the current VLT, VLT write, VMT and VST. In addition, monthly meetings have been scheduled for vertical articulation among grade levels within the specific academia. Each academic area (science, math, social studies, ELA, and elective) has a representative per grade level to focus on the flow of skills as laid out in each grade level's curriculum maps and how they progress through each grade. In addition, at the school level there are weekly PLC times specified for grade level meetings where collaborative data sharing, planing and organizing intervention strategies occur.

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

Administration recruits and retains a highly qualified staff by providing opportunities for effective professional development, Professional Learning Communities, Thinking Math 2, Kagan Structures, and other activities that allow teachers to work collaboratively with their colleagues. Highly qualified teachers are given opportunity to present effective teaching strategies in PLC meetings, and are encouraged to take on leadership roles to promote effective teaching strategies school wide.

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

Administration assigns new teachers a peer mentor to assist with the implementation of the school's unique curricular initiatives. Mentors meet regularly with their assigned teacher to support the new teacher in acclimating to the school environment as well as address any instructional needs. Currently Cypress Creek Elementary has 12 teachers new to our school. One has 3 years of experience in education with Volusia County Schools. One teacher has 8 years of experience in education with Volusia County Schools. The other 10 teachers new to Cypress Creek have between 14-42 years of teaching experience.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

All elementary school programs meet or exceeds state requirements. At the elementary level the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida State Standards. Teachers are provided with curriculum maps provided by Volusia County for each academic area per grade level. Teachers write standards in lesson plans and collaborate to ensure highly effective teaching strategies are used to deliver the lessons aligned with the Florida State Standards. Teachers also create formative and summative assessments to monitor student achievement. School leaders and teachers are given significant professional development on the implementation of the curriculum maps, resources and assessments. Teachers share at Professional Development times specific web sites used for lesson planning that are in alignment with the Florida's Standards. One such web site is Florida Standards Assessment. Professional Learning Communities (PLC), Lesson Study, and coaching help ensure that instruction is aligned to Florida Standards well-paced engaging and rigorous. County personnel are brought to Cypress Creek to deliver best strategies to deliver the ELA modules.

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

Teachers are provided with previous year's data along with current data to disaggregate the data during their weekly Professional Learning Community time. A "Think Tank" room has been established where teams can display data in a secure location concerning the individual needs per child. Teachers systematically address the data and plan intervention strategies ensuring differentiated instruction. The school day is designed with specific intervention time scheduled to enable grade levels to utilize the set time appropriately. Teachers monitor the outcomes of the intervention strategies for differentiated instruction and adjust accordingly. Plans are written down,

and monitored through out the year.

ESE teachers work closely with the general education teachers providing critical information regarding student performance and adjust teaching methods as necessitated by the IEPs per student. When necessary, Problem Solving Team meetings are held to review student data and address specific academic and behavioral concerns. In doing so, teachers are better able to meet the needs of all students in a process that promotes a sense of shared responsibility.

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: 480

Specific targeted assistance given to students who require it in efforts to maintain high academic progress. This focuses on those scoring in the lowest quartile in mathematics, and science. Targeted students receive math or science tutoring twice each week for 30 minutes each session. Tutoring continues throughout the school year, however, the students who are targeted to receive this assistance vary according to progress monitoring data.

Strategy Rationale

Tutoring can help struggling students to make achievement gains when they are able to receive remediation on core concepts.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pitchford, Rebecca, rpitchfo@volusia.k12.fl.us

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

Progress monitoring data (including district and classroom assessments) is used to determine the success of individual students as well as the effectiveness of the strategy as a whole.

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 District, in conjunction with the local Head Start agency, Early Learning Coalition, VPK sites and other local pre-school facilities, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

*Providing the opportunity for ongoing communication between agencies to facilitate coordination of programs and shared expectations for children's learning and development as the children transition to elementary school.

*Collaborating and participating in joint professional development, including transition-related training for school staff and pre-school staff when feasible.

*Utilizing pre-school assessments to monitor readiness skills for students transitioning from pre-school to kindergarten.

*Providing to the pre-school agencies local public school policies, kindergarten registration, kindergarten orientation and other relevant information to ease the transition of children and families.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

Cypress Creek data from 2015-2015 show 4th grade VLT is above the district average, but below in VST. The primary grades on VLT and VMT showed growth. All second and third grades' scores are above the district average. However, 5th grade VMT was below district average, and the 5th grade VLTs were close or below district average.

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.

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.** If all teachers participate in collaborative Professional Learning Communities with fidelity (as a venue for professional development) for a minimum of 55 minutes per week within one year, then student achievement in all content areas will increase.

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. If all teachers participate in collaborative Professional Learning Communities with fidelity (as a venue for professional development) for a minimum of 55 minutes per week within one year, then student achievement in all content areas will increase. 1a

G068840

Targets Supported 1b

Indicator	Annual Target
Math Gains	66.0

Resources Available to Support the Goal 2

- Most of the current staff have been trained in Thinking Math CCSS Additions.
- Grade level teams meet weekly in Professional Learning Communities using data to monitor math instruction and develop plans of action to address student needs.

Targeted Barriers to Achieving the Goal 3

- Funding for follow-up coaching and modeling in both Thinking Math CCSS.
- Adequate time for teachers to review data and plan differentiated instruction.
- Familiarity with the 8 standards of mathematical practice necessary to teach with relevance and rigor.
- Additional time for intensive math intervention groups

Plan to Monitor Progress Toward G1. 8

Data Meetings

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Data meetings with grade level teams using diagnostic, formative and summative data will occur to address student growth and deficits. A targeted student list has been developed and will be monitored. PLC Team Minutes will document next steps and plans of action.

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. If all teachers participate in collaborative Professional Learning Communities with fidelity (as a venue for professional development) for a minimum of 55 minutes per week within one year, then student achievement in all content areas will increase. **1**

 G068840

G1.B1 Funding for follow-up coaching and modeling in both Thinking Math CCSS. **2**

 B178947

G1.B1.S1 Provide teachers with the flexibility to adjust their daily schedule in order for colleagues to observe a demonstration lesson focused on Thinking Math CCSS and the use of the eight standards of mathematical practice as appropriate. The grade level team would follow-up with a debrief during their PLC time later that same day. **4**

 S190305

Strategy Rationale

Action Step 1 **5**

To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers.)

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Staff reflection during weekly PLC meetings. Staff created classroom reflection sheet.

Action Step 2 5

Provide time for collaboration preparation and creation of differentiated engagement activities

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PLC team minutes will document the lesson and a brief reflection.

Action Step 3 5

Teachers will receive support in developing and/or use of formative and summative assessments for Science and Math.

Person Responsible

Rebecca Pitchford

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Sign in sheets and minutes form meetings where support was supplied.

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

Teachers will be given flexibility to adjust their daily schedule in order to observe a colleague doing a demonstration lesson in Thinking Math in CCSS with a focus on the use of the 8 standards of mathematical practice, as appropriate.

Person Responsible

Rebecca Pitchford

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PLC Team Minutes documenting the debrief and follow-up action.

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

The implementation of Thinking Math with a focus on the use of the Eight Standards of Mathematical Practice

Teachers will receive feedback from data gathered through math instruction walk-throughs and their use of the standards of math practice as well as student use of these math standards of mathematical practice as well.

Person Responsible

Rebecca Pitchford


Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PLC Team Minutes will reflect a team debrief of the lesson. Data collected during walk-throughs on the implementation on the standards and student use of standards as well. Data will demonstrate an increase in student performance on math District assessments and FSA.

G1.B2 Adequate time for teachers to review data and plan differentiated instruction. 2

 B178948

G1.B2.S1 The Master Schedule is built around teachers having a common special area time/planning so they can all be involved in a meaningful weekly grade Professional Learning Community time built in. PLC time is focusing on using data to drive our instruction. A Data Room was created where there is a visual display of students and what are our next steps or supports needed to increase the student's mastery of benchmarks. 4

 S190306

Strategy Rationale

Action Step 1 5

Master Schedule with Collaborative Planning and PLC time as a priority.

Person Responsible

Rebecca Pitchford

Schedule

On 9/1/2015

Evidence of Completion

Evidence can be seen through the Master Schedule itself.

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

Master Schedule with common planning periods for grade levels to meet as well as per-determined PLC meetings in the afternoon incorporated in Master Schedule.

Person Responsible

Rebecca Pitchford

Schedule

On 9/1/2015

Evidence of Completion

Master Schedule itself; Grade Level Minutes; PLC Minutes

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

Master Schedule

Person Responsible

Rebecca Pitchford

Schedule

On 9/1/2015


Evidence of Completion

Ultimately an increase in student achievement.

G1.B3 Familiarity with the 8 standards of mathematical practice necessary to teach with relevance and rigor. **2**

 B178949

G1.B3.S1 Staff development in Differentiated Instruction K - 5 in math will be provided using instructional staff presenters. **4**

 S190307

Strategy Rationale

This is a school directed professional development presented during the academic year ERPD time.

Action Step 1 **5**

Early Release Professional Development time for math disaggregation of scores..

Person Responsible

Scott Lifvendahl

Schedule

On 10/7/2015

Evidence of Completion

This is a school based early release professional development. Evidence of completion supplied by the faculty as well as the sign in sheets to demonstrate attendance.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

Implementation of Differentiated Instruction

Person Responsible

Rebecca Pitchford

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Documentation of disaggregation of math scores in ERPD minutes

Person Responsible

Scott Lifvendahl

Schedule

On 10/7/2015

Evidence of Completion

Increased student performance on formative and summative assessments.

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	To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers.)	Pitchford, Rebecca	9/1/2015	Staff reflection during weekly PLC meetings. Staff created classroom reflection sheet.	6/3/2016 weekly
G1.B2.S1.A1	Master Schedule with Collaborative Planning and PLC time as a priority.	Pitchford, Rebecca	9/1/2015	Evidence can be seen through the Master Schedule itself.	9/1/2015 one-time
G1.B3.S1.A1	Early Release Professional Development time for math disaggregation of scores..	Lifvendahl, Scott	10/7/2015	This is a school based early release professional development. Evidence of completion supplied by the faculty as well as the sign in sheets to demonstrate attendance.	10/7/2015 one-time
G1.B1.S1.A2	Provide time for collaboration preparation and creation of differentiated engagement activities	Pitchford, Rebecca	9/1/2015	PLC team minutes will document the lesson and a brief reflection.	6/3/2016 weekly
G1.B1.S1.A3	Teachers will receive support in developing and/or use of formative and summative assessments for Science and Math.	Pitchford, Rebecca	9/1/2015	Sign in sheets and minutes form meetings where support was supplied.	6/3/2016 monthly
G1.MA1	Data Meetings	Pitchford, Rebecca	9/1/2015	Data meetings with grade level teams using diagnostic, formative and summative data will occur to address student growth and deficits. A targeted student list has been developed and will be monitored. PLC Team Minutes will document next steps and plans of action.	6/3/2016 weekly
G1.B1.S1.MA1	The implementation of Thinking Math with a focus on the use of the Eight Standards of Mathematical Practice Teachers will receive feedback from data gathered through math instruction walk-throughs and their use of the standards of math practice as well as student use of these math standards of mathematical practice as well.	Pitchford, Rebecca	9/1/2015	PLC Team Minutes will reflect a team debrief of the lesson. Data collected during walk-throughs on the implementation on the standards and student use of standards as well. Data will demonstrate an increase in student performance on math District assessments and FSA.	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Teachers will be given flexibility to adjust their daily schedule in order to observe a colleague doing a demonstration lesson in Thinking Math in CCSS with a focus on the use of the 8 standards of mathematical practice, as appropriate.	Pitchford, Rebecca	9/1/2015	PLC Team Minutes documenting the debrief and follow-up action.	6/3/2016 monthly
G1.B2.S1.MA1	Master Schedule	Pitchford, Rebecca	9/1/2015	Ultimately an increase in student achievement.	9/1/2015 one-time
G1.B2.S1.MA1	Master Schedule with common planning periods for grade levels to meet as well as per-determined PLC meetings in the afternoon incorporated in Master Schedule.	Pitchford, Rebecca	9/1/2015	Master Schedule itself; Grade Level Minutes; PLC Minutes	9/1/2015 one-time
G1.B3.S1.MA1	Documentation of disaggregation of math scores in ERPD minutes	Lifvendahl, Scott	10/7/2015	Increased student performance on formative and summative assessments.	10/7/2015 one-time
G1.B3.S1.MA1	Implementation of Differentiated Instruction	Pitchford, Rebecca	9/1/2015	Lesson Plans	6/3/2016 weekly

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. If all teachers participate in collaborative Professional Learning Communities with fidelity (as a venue for professional development) for a minimum of 55 minutes per week within one year, then student achievement in all content areas will increase.

G1.B3 Familiarity with the 8 standards of mathematical practice necessary to teach with relevance and rigor.

G1.B3.S1 Staff development in Differentiated Instruction K - 5 in math will be provided using instructional staff presenters.

PD Opportunity 1

Early Release Professional Development time for math disaggregation of scores..

Facilitator

Instructional staff

Participants

Teachers K - 5 and Administrators

Schedule

On 10/7/2015

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	To provide professional development for teachers in the area of differentiated instruction (to include but not limited to use of technology, visitation to peer classrooms, and effective implementation of centers.)	\$0.00
2	G1.B1.S1.A2	Provide time for collaboration preparation and creation of differentiated engagement activities	\$0.00
3	G1.B1.S1.A3	Teachers will receive support in developing and/or use of formative and summative assessments for Science and Math.	\$0.00
4	G1.B2.S1.A1	Master Schedule with Collaborative Planning and PLC time as a priority.	\$0.00
5	G1.B3.S1.A1	Early Release Professional Development time for math disaggregation of scores..	\$0.00
Total:			\$0.00