

Orange County Public Schools

Castle Creek Elementary



2015-16 School Improvement Plan

Castle Creek Elementary

1245 N AVALON PARK BLVD, Orlando, FL 32828

www.ocps.net/lc/east/ecc

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	72%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	70%

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 is pending approval by the Orange County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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	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, Green School activities and through 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 ELA 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 to determine and find reading books available for students. Principal Daub sends a weekly update to all parents via the district telephone communication system addressing school success and online through the calendar with information for parents. The school mentoring program, "Casey's Club," meets weekly beginning in October. The program has been named as a state of Florida SUNSPRA award winner and as the state "Best of Show" winner for 2014-2015.

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 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 or students that involves harassment, possible bullying or disrespect. The school has initiated a new positive discipline plan for all staff members. The Guidance Counselor is available throughout the school day for individual and small group interaction. 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 in proactive and effective ways to handle discipline in and out of the classroom. The positive behavioral plan is used by all staff along with a classroom reward system that allows individual student recognition for positive decision-making. Teachers work in teams to create a system of time-out space in a classroom other than the classroom where the disruption has occurred. The Behavior Leadership Team meets weekly to review behavioral plans, 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 at each individual student issue and build a plan with the teacher and the student 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 reinforces the behavior plan with the student. The BLT then works as a team to ensure that the plan is successful. The BLT also works with the district Behavioral Coach in order to create appropriate plans for students with specific behavioral issues. The MTSS team works closely with the BLT as a next step toward positive behavioral intervention. The school has reduced the number of out-of-school suspensions from twelve in 2013-2014 to six in 2014-2015.

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 include opportunities in Music with Chorus and percussion, Art, Drama, Girls on the Run Running Club, Mathletes Math Club, Book Club and Battle of the Books, Healthy Dragons exercise and fitness club, Chess Club, Green School clubs including 4-H and K-Kids, and STEM activities that include Robotics and Project Lead The Way. The school is in the inaugural year of the Elementary National Honor Society for 4th and 5th grade students. 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 our 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, MTSS Coach and Registrar who make-up 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 absences, 9 days 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 begin if grades are failing)

BELOW-PROFICIENCY SCORE: Progress monitoring, MTSS interventions and 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	31	16	19	17	14	25	122
One or more suspensions	1	1	2	0	2	0	6
Course failure in ELA or Math	24	32	34	57	52	64	263
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	9	5	6	7	8	13	48

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

The school provides tutoring in ELA 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 of support on skills in core instruction. Students with an LEP plan that require additional support receive no less than one additional hour per week of small-group core instruction. Students identified through progress monitoring as being low-proficiency receive TIER 2 or TIER 3 interventions through MTSS. The mentoring program "Casey's Club" addresses low-proficient students in grades 3-5 for ELA and Math. 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. The Behavioral Leadership Team updates individual student plans and meets with parents to lower the instances of discipline referrals and suspensions from school. The registrar contacts parents whose children continue to show a trend of truancy including tardiness and sets meeting times with the administrative team to address attendance and truancy issues.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/190169>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 coordinator works with businesses and organizations to meet the vision and mission of Orange County Public Schools and of Castle Creek Elementary School as well as to address the needs of the school based upon 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. The PIE coordinator has regular contact with each business and invites the business associates to SAC meetings and school events. The businesses receive 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. Some partners provide after-school programs for our students that align with the school goals and initiatives including Unity Karate School, Avalon Dance Studio, Dramatic Education, 4-H Club 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:

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
Marcialis, Kimberly	Instructional Coach

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 the school, oversees all aspects of SIP, conducts daily classroom visits, oversees Tier 1 core instruction, oversees all Tier 2 and Tier 3 intervention and progress monitoring plans for all students, and oversees the monthly book study professional development. The Principal 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 for teacher feedback, works with the Curriculum Resource Teacher and Reading Coach on curriculum and best practices in grades 1-2, Math teachers, Specials teachers, ESE and ESOL students, works with the K-2 PLCs to implement effective Tier 1 core instruction, works with the MTSS Coach to implement Tier 2 and Tier 3 interventions and progress monitoring of student data, creates all academic schedules for students with the registrar, is the leader of the Behavioral Leadership Team, is the Coordinator of the Green School Project and STEM 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 MTSS 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. She monitors that all state and district assessments are completed on time and data is disseminated to teachers appropriately and analyzes data to direct students toward appropriate interventions for improvement. She works with the Reading Coach to provide professional development to teachers in ELA and Math strategies as well as coordinates and oversees the "Casey's Club" mentoring program. Reading Coach, Jessica Taormina- 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 ELA 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 as well as 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 strategies for all teachers, including the Castle Creek Ph.D. monthly professional development program. She reports weekly to the Principal on the effectiveness of ELA interventions. The Reading Coach is also the coordinator of before-school Math tutoring and after-school ELA tutoring.

Guidance Counselor, Michele Geiger - Oversees the positive behavioral plan, works with teachers and the Behavioral Leadership Team to create behavior plans for students with discipline issues, aids families in need of food and school supplies, works with students who need guidance with grades, assists students who feel that they are being bullied, or who are potentially bullying others, and oversees character education for all students. She serves as a member of the BLT, Student Attendance Team and Child Study Team.

Exceptional Education Staffing 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. She is an instructional coach and visits classrooms weekly to give teacher feedback on effective strategies.

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. She oversees the school-wide iStation Reading program. She is an instructional coach and visits classrooms weekly to give teacher feedback on effective strategies.

Instructional Coach, MTSS Coordinator, Kimberly Marcialis - Coordinates and oversees all MTSS activities for all students. She serves as the Title 1 Coordinator. She is an instructional coach and visits classrooms weekly to give teacher feedback on effective strategies.

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 in order: 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, small group and individual student needs. Four of the administrative team members have been trained in the Marzano teacher feedback and a schedule of classroom visits is in place for all teachers to receive feedback and support on a 3-week rotation cycle. The Principal and Assistant Principal have a schedule of classroom visits in place for feedback through walkthroughs, informal, and formal evaluations in addition to the administrative team feedback.

The school leadership uses all OCPS approved materials for teaching and learning. The CRT oversees that textbooks and materials are ordered, inventoried upon arrival and disseminated to each teacher. The school has a technology plan to address the need for more computers for students and to replace old machines that do not meet the needs of the school. The school budget and Title I funds are being used to purchase new laptop computers to upgrade and add technology to classrooms. The "Computer On Wheels" unit is being dismantled and those laptops are being placed in classrooms. Principal Daub and the technology coordinator oversee the technology plan. Funds from the school budget are being used to purchase books for the staff to provide professional development through book studies in effective standard-based teaching and to provide professional development through "Ruby Payne" on how to teach children in poverty. Business partners will continue to provide in-kind funding through donations of school supplies in order to meet the educational needs of students who receive free/reduced lunch. In-kind business donations are providing professional development for the instructional staff for STEM activities. District funds will supply activities to provide busing for each child to experience one performing arts activity over the school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Moody	Teacher
Seth Daub	Principal
Kimberly Marcialis	Teacher
Janel Adani	Parent
Richard Diaz	Parent
Lisa Moak	Parent
Alfredo Ortiz	Business/Community
Beth Palmer	Education Support Employee
Richard Kirchgessner	Parent
Annie Telleria	Parent
Daniel Davis	Parent
Lissette Mazzeo	Parent
Angella Lamon	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 will meet in September 2015 to review the 2014-2015 SAC plan and the areas of success and weakness.

Development of this school improvement plan

The School Advisory Council will review the SAC goals presented by the Principal. The plan will be an ongoing process of discussion based on student data which will continue to be presented monthly by the Principal. Ongoing training in data analysis will continue monthly at the SAC meetings. Updates on all school initiatives relevant to the SAC plan will be presented monthly. Updates in the plan will be made as the plan evolves through the SAC.

Preparation of the school's annual budget and plan

The SAC will meet nine times per year. The chairperson and the Principal will lead discussion and updates on the strategies and barriers in order to meet our goals. We will focus as a SAC on areas that are showing improvement through student data, and will discuss new ideas on how to overcome barriers that are still impeding student achievement. Discussion on the school's annual budget and plan will evolve from monthly meeting updates.

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

SIP funds may arrive to schools in January, which is about \$2.00 per student. The SAC has to decide how funds are to be spent. All decisions will be based on data and will benefit all students. For the 2014-2015 school year, Castle Creek spent \$2500.00 on Professional Development.

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
Daub, Seth	Principal
Burgoon, Rebecca	Instructional Media
Sanchez, Doris	Instructional Coach
Taormina, Jessica	Instructional Coach
Camacho Moody, Maria	Teacher, K-12
Aguilar, Brenda	Teacher, K-12
Melendez, Alain	Teacher, K-12
Pope, Karen	Teacher, K-12
Pelan, Jennifer	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 ELA night in January. The expected outcome will be 200 families participating in ELA 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 opportunities 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 increase the use of the reading corners by one additional teacher per week.

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 during common planning time, and meet together every Wednesday afternoon for training and collaboration. Teachers new to Castle Creek or new to a grade level are assigned a mentor teacher. CCES has school-wide committees that focus on academics and school initiatives and have teacher representatives for each committee. Teachers choose the committee in which they are most interested and meet monthly for collaboration across grade-levels. Each committee plans and presents activities for students and/or families and collaborates on vertical alignment of curriculum and activities. Castle Creek Ph.D. is a collaborative book study group designed to promote positive working relationships while improving classroom teaching strategies. The CC Ph.D. meets once per month.

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 highly qualified 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 on two Wednesdays 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. Marcialis, the Instructional Coach, 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 and a 45-minute common planning time for each grade level daily during Specials time. Weekly PLC meetings provide additional time to discuss best practices and to analyze student data. The Curriculum Resource Teacher, Reading Coach, Principal, and the Assistant

Principal are available 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.

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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 OCPS District ELA Plan during the 120-minute ELA block for direct instruction and center work. Center work is based on student data and the standard for which the lesson plan calls. Learning centers are expected to have three-to-four levels of materials in each area, in order to meet the needs of the low proficiency students as well as adding rigor for students that are functioning on a higher level. A learning station in Kindergarten "Word-Work" ELA center will include matching the first letter of the word to a picture, matching the picture to the word, writing the word, then placing the word in a sentence correctly. (Example: L matches to the picture lion, the picture of a lion matches to the word lion, the student writes the word from the lion card, then places the word lion in a sentence correctly.) Students with an IEP receive academic services based on their IEP goals at least two times per week. Students in Tier II of the MTSS process receive interventions four times per week outside of the ELA block from their teacher. Students needing support in Tier III meet with a learning coach four times per week for intensive interventions. Pull-out intervention programs are using the "Coach" program, Corrective Reading, Early Intervention in Reading, and/or the iStation Reading Intervention program for students who need to understand the relationships between the most common letter combinations and sounds. The math intervention is through the use of the i-Ready program.

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: 6,930

Students in the lowest 25%, or those that are below proficiency based on district and state assessments in ELA 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 ELA 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 Extended Day after school program receive additional ELA support through iStation three times per week.

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. The small group instruction provides an opportunity for students to build a relationship with a supportive adult other than their homeroom teacher, as well as provide a different delivery of the information.

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, the fall DRA and STAR tests, and from teacher curriculum assessments. In addition, data from the previous year benchmark tests, DRA and STAR assessments will determine the lowest 25% in ELA and Math in grades 3, 4, and 5.

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 in the spring. The Parent Academic Night for incoming Kindergarten students will be held after the Kindergarten Roundup (May). The Parent Academic Night will provide education information on programs and strategies for letters, sounds, blending sounds, colors, shapes and numbers. Academic packets specific to Kindergarten readiness and Florida State Standards will be provided.

Support for students transitioning from one school level to another begins with grade level teachers working as a team to discuss and provide placement suggestions for classes in the next grade level. Classes are finalized based on data and demographic information (ratio of boys to girls). Individual assessment and data information on each child is shared with the child's teacher in the next school level.

Parent Conference Night will be held after the first report card (October) for all students 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 district and state assessments and teacher curriculum assessments. 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 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 provide 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. The faculty, staff, and students participate in "College Day" each week by wearing the T-shirt or jersey of their favorite college or university on Wednesday.

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 Art, Music and Physical Education. Every child is in the Specials rotation to ensure that all students receive career information. The school offers a 4-H club after school that provides opportunities to learn about career and technical education programs through conservation activities and the study of soil and food production. The K-Kids club, sponsored by the local Kiwanis Club, offers after-school activities and career information in energy conservation. Career and technical education is incorporated through our Fine Arts program, which includes Art Interns, Casey's Chorus, Dragon Drummers, Drama Dragons, Dramatic Education and Dragon Dancers. Additional club activities include Health Dragons, Girls on the Run, Chess Club, Robotics, Mathletes and an Elementary National Honor Society.

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 opportunities to integrate technical learning through core subjects. Castle Creek is a "Project Lead the Way" pilot school, which integrates STEM activities through all core subjects. "Project Lead the Way" is offered in one class in grades 1-5. The OCPS "Green School Initiative" provides non-fiction reading materials in all core subjects, with information available in animal habitats, air quality, recycling/repurposing, personal safety, food and nutrition, and healthy living and exercise. Two business partners contributed funds to the school to create two reading corners in the lobby, and books available in the reading corners reflect the "Green School Initiative" subjects and career opportunities through "Green School."

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

Castle Creek Elementary utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math.

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:

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.

Data graphs show a continued weakness in writing proficiency. The percentage of students proficient in ELA is not showing steady improvement. ELA and Math gains are both showing improvement, as are students in the lowest 25% in both subject areas. Benchmark comparisons from 2013-2014 and 2014-2015 show that both ELA and Math benchmark scores decrease from the Fall to the Winter testing. The school data room focuses on student achievement scores for K-2 in DRA and/or STAR movement, and has shown a visible trend of students moving toward grade level. The trend for 2013-2014 and 2014-2015 shows a group of students who continue to make small gains, but remain in the non-proficient grouping. Those students have received intense intervention through classroom and MTSS services. In grades 3-5, the school data room lists all standards in ELA and Math and the weekly result of classroom assessment outcomes to prove proficiency in standards. The school trends have shown improved proficiency for struggling students after classroom interventions and re-teach for 2013-2014 and 2014-2015.

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.

The root cause for the lack of gains in the number of children meeting proficiency in ELA is a need for more intense focus on standard based instruction.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase the use of standards-based instruction which will lead to an increase in Student Achievement (Division Priority: Accelerate student performance).

- G2.** Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

Strategic Goals Detail

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

G1. Increase the use of standards-based instruction which will lead to an increase in Student Achievement (Division Priority: Accelerate student performance). 1a

G072601

Targets Supported 1b

Indicator	Annual Target
5Es Score: English Instruction	10.0
AMO Reading - All Students	76.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Ongoing professional development through book studies will provide strategies for improved standards-based instruction.
- The Reading Coach, ESE Compliance Teacher, CRT, and MTSS Coach have been trained in Marzano strategies to coach teachers through classroom walkthroughs and feedback on effective teaching strategies and standards based instruction.

Targeted Barriers to Achieving the Goal 3

- Teachers need Professional Development and collaboration time to fully understand and utilize standards based instruction.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs and observations will demonstrate to the leadership team that teachers are providing effective high quality standards-based instruction.

Person Responsible

Seth Daub

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs and observations will demonstrate to the leadership team that teachers are providing effective high quality standards-based instruction. Student data will demonstrate increased knowledge of the standards being taught in the classroom.

Person Responsible

Seth Daub

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs, observations, and attendance at PLC and professional development meetings will provide evidence of monitoring the progress toward meeting the goal. Student data and classroom data will demonstrate increased knowledge of the standards being taught in the classroom.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G072602

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	100.0
AMO Reading - All Students	76.0
AMO Math - All Students	74.0
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- PLC meetings are scheduled with administration weekly. PLC agendas are developed through collaboration with the PLC chairperson and the administrator.
- PLC meetings allow time for collaboration and planning. Strategies for implementing lessons are discussed with ideas for increasing student achievement for all students on all learning levels.
- Additional planning time for teachers is available for 45 minutes per day if needed.

Targeted Barriers to Achieving the Goal 3

- Collaboration on lesson plans is needed to fully address the intent of the grade level Florida Standards. Lesson plans need to be implemented to meet the needs of every child and move each child toward achieving and exceeding the lesson goals.

Plan to Monitor Progress Toward G2. 8

Student data collected at PLC meetings will determine the success of the collaboration and reflection of lesson planning and implementation, and determine the improvement of individual teachers in addressing the intent of the grade level Florida Standards.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

The evidence of progress toward meeting the goal will be the weekly feedback to teachers through the Marzano classroom walkthroughs. Feedback should show the improvement of individual teachers in addressing the intent of the grade level Florida Standards.

Plan to Monitor Progress Toward G2. 8

Student data collected at PLC meeting will determine the success of the collaboration and reflection of deconstructing standards, lesson planning and implementation, and will determine the improvement of individual teachers in addressing the intent of the grade level Florida Standards.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

The evidence of progress toward meeting the goal will be the bi-weekly reflection notes from the PLC meeting of the lesson based on the standard, the student data, and the degree to which students are able to move more deeply into the standard based on student assessments and artifacts.

Plan to Monitor Progress Toward G2. 8

Data reflecting the standards will be saved and housed in the data room as standards are updated bi-weekly in the data room.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

The evidence of progress toward meeting the goal will be the ongoing data results of the standards as posted in the data room for each class in each grade level.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the use of standards-based instruction which will lead to an increase in Student Achievement (Division Priority: Accelerate student performance). **1**

 G072601

G1.B2 Teachers need Professional Development and collaboration time to fully understand and utilize standards based instruction. **2**

 B189432

G1.B2.S1 Professional Development opportunities will be scheduled monthly on Wednesday afternoons with an ongoing book study that addresses strategies to increase the use of standards based instruction.

4

 S200755

Strategy Rationale

Teachers and administrators have a set time each month to study and collaborate on how to increase the use of standards based instruction through best practices.

Action Step 1 **5**

Professional development opportunities will be scheduled monthly using a book study and collaboration among educators and school leaders to increase the use of standards-based instruction in the classroom.

Person Responsible

Jessica Taormina

Schedule

Monthly, from 9/16/2015 to 5/11/2016

Evidence of Completion

Sign-in sheets for each session will be collected. Reflections from the book study will be collected from each participant.

Action Step 2 5

Teachers will have weekly professional development to deconstruct/unpack the Florida Standards for the upcoming week's lessons.

Person Responsible

Kimberly Marcialis

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Sign-in sheets for each session will be collected. The deconstructed standard will be the learning goal with scales used in the lesson plan for the following week.

Action Step 3 5

Teachers will attend weekly PLC meetings in the school data room to post and discuss data from common assessments. The school data room will reflect the Florida State Standards being taught for the week or unit for each grade level. Classroom data will be analyzed for each standard to determine the re-teach and center activities.

Person Responsible

Jessica Taormina

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

Data from common assessments, formative assessments, and student artifacts will be given to the administrator bi-weekly through PLC meetings to determine the percentage of students in each class who master each standard for the initial teaching and re-teaching of the standard.

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

Book study groups will stay consistent throughout the school year. All books and materials will be provided for the professional development book study. All participants will have the same reading assignments and activities throughout the sessions. Teachers who are absent from a session will receive training information and activities from the group leader.

Person Responsible

Jessica Taormina

Schedule

Monthly, from 9/16/2015 to 5/18/2016

Evidence of Completion

Weekly classroom observations and actionable feedback relating to the book study materials and standards-based instruction will be used to monitor the effectiveness of the action plan with fidelity. A walkthrough plan will be put in place to ensure that all teachers receive bi-weekly feedback.

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

Teachers will meet in PLC groups on Thursdays to deconstruct the standards for the upcoming lesson plans for the following week. All PLC groups members will be required to attend the weekly professional development meetings.

Person Responsible

Jessica Taormina

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

The weekly sign-in sheet will be evidence of attendance. The deconstructed standards used on the lesson plans, with the learning goals and scales for the standards, will be evidence in the lesson plan and in the classrooms of the professional development. Weekly feedback to teachers on the lessons using the standards will reflect the degree of teacher proficiency in teaching the standards. Common assessments, formative assessments, and student artifacts will be evidence of the standards-based instruction in the classroom.

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

Each teacher will bring their assessment data as determined during PLC meetings and through deconstructing the standards to determine the percentage of students mastering the standard.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

Each teacher will keep a data notebook for their class. The administrators will keep grade-level data notebooks. The data will be presented bi-weekly and kept for the school year.

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

Instructional coaches will be assigned to specific teachers to observe patterns and give feedback through classroom walkthroughs. The coach will monitor improvement in standards-based instruction.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/16/2015 to 5/18/2016

Evidence of Completion

The evidence that will be collected will be assessments that show an increase in student achievement.

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

Instructional coaches will be assigned to specific teachers to observe and give feedback through classroom walkthroughs. The coach will monitor improvement in standards-based instruction.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

The evidence that will be collected will be assessments that show an increase in student achievement.

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

Instructional coaches and administrators will give feedback on effective assessment data that supports student mastery of each standard. Feedback will be given to teachers through classroom walkthroughs and observations.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

Data points will show increased student achievement in each standard. Common assessments, formative assessments, and standardized assessments will show an increase in student achievement.

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1

G072602

G2.B1 Collaboration on lesson plans is needed to fully address the intent of the grade level Florida Standards. Lesson plans need to be implemented to meet the needs of every child and move each child toward achieving and exceeding the lesson goals. 2

B189433

G2.B1.S2 Weekly PLC agendas will include collaboration and reflection on lessons for all teachers in the PLC, and discussion on effective planning to implement lessons that address the intent of the grade level Florida Standards. 4

S200758

Strategy Rationale

PLC time is used to reflect on the success of lessons based on the outcome of student achievement. If student achievement and success is not reflected in teacher common assessments, reflection on the intent of the grade level Florida Standard will be addressed to plan for effective intervention and implementation of the standards.

Action Step 1 5

All teachers will attend weekly PLC meetings and will follow a written agenda that includes collaboration on students data, reflection on the success of lessons and student achievement, and the planning and implementation of lessons that fully address the intent of the grade level Florida Standards.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Teacher attendance sheets, written agendas, and minutes for PLC's will show evidence of the action.

Action Step 2 5

Teachers will attend weekly meetings to deconstruct/unpack standards being used in weekly/unit lessons plans. Teachers will collaborate on lesson plans and common assessments to implement lessons and address the intent of the grade level standards.

Person Responsible

Jessica Taormina

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Meeting attendance sheets, common lessons, and common assessments will be evidence of weekly collaboration.

Action Step 3 5

Teachers will meet in PLC meetings weekly, with bi-weekly data discussion and reflection on standards-based student and classroom data.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

Classroom data will be posted in the data room under the standard to reflect the number of students and percentage of the class mastering the standard.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Effective planning and implementation of lessons through weekly PLC meetings will be monitored through classroom walkthroughs and feedback given to teachers. Reflection from classroom feedback will lead to further planning and implementation of lessons that address the needs of all students.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

PLC data discussions and reflection on student achievement from lessons will show improvement in written lesson structure and intent. Teachers will bring student data to PLC meetings to reflect on student success, and reflect on the effectiveness of the lesson planning and implementation.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Effective planning and implementation of lessons through weekly PLC meetings will be monitored through classroom walkthroughs and feedback given to teachers. Walkthroughs will monitor that Florida State Standards are being implemented through whole group and center activities.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

Results of student common assessments, formative assessments, and artifacts will show the outcome of lessons and address the intent of the grade level standards being taught weekly.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will facilitate and monitor PLC reflection of posted data for each standard.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

The evidence of the implementation will be the data posted for each class under each standard in the school data room.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Instructional coaches and administration will monitor classroom lessons and give actionable feedback bi-weekly. Teachers will bring student data to PLC meetings to analyze and reflect with the lesson plan. Student assessments of the grade level Florida Standards will show the effectiveness of the lesson plan and implementation.

Person Responsible

Seth Daub

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

The evidence of effectiveness will be increased student success through individual student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Instructional coaches and administration will monitor classroom lessons and give actionable feedback bi-weekly. Teachers will bring student data and student artifacts to PLC meetings to analyze and reflect with the lesson plan. Students assessments of the grade level Florida Standards will show the effectiveness of the lesson plan and implementation.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

The evidence of monitoring for effectiveness will be increased student success through individual student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom data posted under each standard will monitor for effectiveness of the goal. Data will be posted for both the initial teaching of the standard and the re-teaching of the standard, including center work related to the standard.

Person Responsible

Seth Daub

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Evidence of Completion

Classroom data for the initial teaching of the standard, reflection notes from the data through PLC meetings, and the data showing the effectiveness of the re-teaching of the standard will show the effectiveness of addressing the intent of the Florida State Standards.

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.B2.S1.A1	Professional development opportunities will be scheduled monthly using a book study and collaboration among educators and school leaders to increase the use of standards-based instruction in the classroom.	Taormina, Jessica	9/16/2015	Sign-in sheets for each session will be collected. Reflections from the book study will be collected from each participant.	5/11/2016 monthly

Orange - 1612 - Castle Creek Elementary - 2015-16 SIP
Castle Creek Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S2.A1	All teachers will attend weekly PLC meetings and will follow a written agenda that includes collaboration on students data, reflection on the success of lessons and student achievement, and the planning and implementation of lessons that fully address the intent of the grade level Florida Standards.	Daub, Seth	9/8/2015	Teacher attendance sheets, written agendas, and minutes for PLC's will show evidence of the action.	5/31/2016 weekly
G1.B2.S1.A2	Teachers will have weekly professional development to deconstruct/unpack the Florida Standards for the upcoming week's lessons.	Marcialis, Kimberly	9/24/2015	Sign-in sheets for each session will be collected. The deconstructed standard will be the learning goal with scales used in the lesson plan for the following week.	5/26/2016 weekly
G2.B1.S2.A2	Teachers will attend weekly meetings to deconstruct/unpack standards being used in weekly/unit lessons plans. Teachers will collaborate on lesson plans and common assessments to implement lessons and address the intent of the grade level standards.	Taormina, Jessica	9/24/2015	Meeting attendance sheets, common lessons, and common assessments will be evidence of weekly collaboration.	5/26/2016 weekly
G1.B2.S1.A3	Teachers will attend weekly PLC meetings in the school data room to post and discuss data from common assessments. The school data room will reflect the Florida State Standards being taught for the week or unit for each grade level. Classroom data will be analyzed for each standard to determine the re-teach and center activities.	Taormina, Jessica	9/29/2015	Data from common assessments, formative assessments, and student artifacts will be given to the administrator bi-weekly through PLC meetings to determine the percentage of students in each class who master each standard for the initial teaching and re-teaching of the standard.	5/24/2016 weekly
G2.B1.S2.A3	Teachers will meet in PLC meetings weekly, with bi-weekly data discussion and reflection on standards-based student and classroom data.	Daub, Seth	9/29/2015	Classroom data will be posted in the data room under the standard to reflect the number of students and percentage of the class mastering the standard.	5/26/2016 biweekly
G1.MA1	Classroom walkthroughs and observations will demonstrate to the leadership team that teachers are providing effective high quality standards-based instruction.	Daub, Seth	9/16/2015	The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.	5/18/2016 monthly
G1.MA2	Classroom walkthroughs and observations will demonstrate to the leadership team that teachers are providing effective high quality standards-based instruction. Student data will demonstrate increased knowledge of the standards being taught in the classroom.	Daub, Seth	9/24/2015	The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.	5/26/2016 monthly
G1.MA3	Classroom walkthroughs, observations, and attendance at PLC and professional development meetings will provide evidence of monitoring the progress toward meeting the goal. Student data and classroom data will demonstrate increased knowledge of the standards being taught in the classroom.	Daub, Seth	9/29/2015	The evidence of progress toward the target will be through assessment data. Individual student data will be entered on the student data form generated by each teacher for each student. Increased student achievement will be determined for each child. State assessments will reflect the amount of increase in student achievement for grades 3-5.	5/24/2016 weekly

Orange - 1612 - Castle Creek Elementary - 2015-16 SIP
Castle Creek Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.MA1	Instructional coaches will be assigned to specific teachers to observe patterns and give feedback through classroom walkthroughs. The coach will monitor improvement in standards-based instruction.	Daub, Seth	9/16/2015	The evidence that will be collected will be assessments that show an increase in student achievement.	5/18/2016 biweekly
G1.B2.S1.MA4	Instructional coaches will be assigned to specific teachers to observe and give feedback through classroom walkthroughs. The coach will monitor improvement in standards-based instruction.	Daub, Seth	9/24/2015	The evidence that will be collected will be assessments that show an increase in student achievement.	5/26/2016 weekly
G1.B2.S1.MA6	Instructional coaches and administrators will give feedback on effective assessment data that supports student mastery of each standard. Feedback will be given to teachers through classroom walkthroughs and observations.	Daub, Seth	9/29/2015	Data points will show increased student achievement in each standard. Common assessments, formative assessments, and standardized assessments will show an increase in student achievement.	5/24/2016 weekly
G1.B2.S1.MA1	Book study groups will stay consistent throughout the school year. All books and materials will be provided for the professional development book study. All participants will have the same reading assignments and activities throughout the sessions. Teachers who are absent from a session will receive training information and activities from the group leader.	Taormina, Jessica	9/16/2015	Weekly classroom observations and actionable feedback relating to the book study materials and standards-based instruction will be used to monitor the effectiveness of the action plan with fidelity. A walkthrough plan will be put in place to ensure that all teachers receive bi-weekly feedback.	5/18/2016 monthly
G1.B2.S1.MA3	Teachers will meet in PLC groups on Thursdays to deconstruct the standards for the upcoming lesson plans for the following week. All PLC group members will be required to attend the weekly professional development meetings.	Taormina, Jessica	9/24/2015	The weekly sign-in sheet will be evidence of attendance. The deconstructed standards used on the lesson plans, with the learning goals and scales for the standards, will be evidence in the lesson plan and in the classrooms of the professional development. Weekly feedback to teachers on the lessons using the standards will reflect the degree of teacher proficiency in teaching the standards. Common assessments, formative assessments, and student artifacts will be evidence of the standards-based instruction in the classroom.	5/26/2016 weekly
G1.B2.S1.MA5	Each teacher will bring their assessment data as determined during PLC meetings and through deconstructing the standards to determine the percentage of students mastering the standard.	Daub, Seth	9/29/2015	Each teacher will keep a data notebook for their class. The administrators will keep grade-level data notebooks. The data will be presented bi-weekly and kept for the school year.	5/24/2016 biweekly
G2.MA1	Student data collected at PLC meetings will determine the success of the collaboration and reflection of lesson planning and implementation, and determine the improvement of individual teachers in addressing the intent of the grade level Florida Standards.	Daub, Seth	9/8/2015	The evidence of progress toward meeting the goal will be the weekly feedback to teachers through the Marzano classroom walkthroughs. Feedback should show the improvement of individual teachers in addressing the intent of the grade level Florida Standards.	5/31/2016 weekly
G2.MA2	Student data collected at PLC meeting will determine the success of the collaboration and reflection of deconstructing standards, lesson planning and implementation, and will determine the improvement of individual	Daub, Seth	9/29/2015	The evidence of progress toward meeting the goal will be the bi-weekly reflection notes from the PLC meeting of the lesson based on the standard, the student data, and the degree to which students are able to move more deeply	5/26/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teachers in addressing the intent of the grade level Florida Standards.			into the standard based on student assessments and artifacts.	
G2.MA3	Data reflecting the standards will be saved and housed in the data room as standards are updated bi-weekly in the data room.	Daub, Seth	9/29/2015	The evidence of progress toward meeting the goal will be the ongoing data results of the standards as posted in the data room for each class in each grade level.	5/26/2016 biweekly
G2.B1.S2.MA1	Instructional coaches and administration will monitor classroom lessons and give actionable feedback bi-weekly. Teachers will bring student data to PLC meetings to analyze and reflect with the lesson plan. Student assessments of the grade level Florida Standards will show the effectiveness of the lesson plan and implementation.	Daub, Seth	9/8/2015	The evidence of effectiveness will be increased student success through individual student data.	5/31/2016 weekly
G2.B1.S2.MA4	Instructional coaches and administration will monitor classroom lessons and give actionable feedback bi-weekly. Teachers will bring student data and student artifacts to PLC meetings to analyze and reflect with the lesson plan. Students assessments of the grade level Florida Standards will show the effectiveness of the lesson plan and implementation.	Daub, Seth	9/29/2015	The evidence of monitoring for effectiveness will be increased student success through individual student data.	5/26/2016 biweekly
G2.B1.S2.MA6	Classroom data posted under each standard will monitor for effectiveness of the goal. Data will be posted for both the initial teaching of the standard and the re-teaching of the standard, including center work related to the standard.	Daub, Seth	9/29/2015	Classroom data for the initial teaching of the standard, reflection notes from the data through PLC meetings, and the data showing the effectiveness of the re-teaching of the standard will show the effectiveness of addressing the intent of the Florida State Standards.	5/26/2016 biweekly
G2.B1.S2.MA1	Effective planning and implementation of lessons through weekly PLC meetings will be monitored through classroom walkthroughs and feedback given to teachers. Reflection from classroom feedback will lead to further planning and implementation of lessons that address the needs of all students.	Daub, Seth	9/8/2015	PLC data discussions and reflection on student achievement from lessons will show improvement in written lesson structure and intent. Teachers will bring student data to PLC meetings to reflect on student success, and reflect on the effectiveness of the lesson planning and implementation.	5/31/2016 biweekly
G2.B1.S2.MA3	Effective planning and implementation of lessons through weekly PLC meetings will be monitored through classroom walkthroughs and feedback given to teachers. Walkthroughs will monitor that Florida State Standards are being implemented through whole group and center activities.	Daub, Seth	9/29/2015	Results of student common assessments, formative assessments, and artifacts will show the outcome of lessons and address the intent of the grade level standards being taught weekly.	5/26/2016 weekly
G2.B1.S2.MA5	Administrators will facilitate and monitor PLC reflection of posted data for each standard.	Daub, Seth	9/29/2015	The evidence of the implementation will be the data posted for each class under each standard in the school data room.	5/26/2016 biweekly

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. Increase the use of standards-based instruction which will lead to an increase in Student Achievement (Division Priority: Accelerate student performance).

G1.B2 Teachers need Professional Development and collaboration time to fully understand and utilize standards based instruction.

G1.B2.S1 Professional Development opportunities will be scheduled monthly on Wednesday afternoons with an ongoing book study that addresses strategies to increase the use of standards based instruction.

PD Opportunity 1

Professional development opportunities will be scheduled monthly using a book study and collaboration among educators and school leaders to increase the use of standards-based instruction in the classroom.

Facilitator

Jessica Toarmina

Participants

Instructional faculty

Schedule

Monthly, from 9/16/2015 to 5/11/2016

PD Opportunity 2

Teachers will have weekly professional development to deconstruct/unpack the Florida Standards for the upcoming week's lessons.

Facilitator

Kimberly Marcialis

Participants

Instructional faculty

Schedule

Weekly, from 9/24/2015 to 5/26/2016

PD Opportunity 3

Teachers will attend weekly PLC meetings in the school data room to post and discuss data from common assessments. The school data room will reflect the Florida State Standards being taught for the week or unit for each grade level. Classroom data will be analyzed for each standard to determine the re-teach and center activities.

Facilitator

Seth Daub, Monica Johnson

Participants

Instructional faculty

Schedule

Weekly, from 9/29/2015 to 5/24/2016

G2. Teachers and administrators will collaborate and reflect through PLC's to plan for and implement lessons that fully address the intent of the grade level Florida Standards thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

G2.B1 Collaboration on lesson plans is needed to fully address the intent of the grade level Florida Standards. Lesson plans need to be implemented to meet the needs of every child and move each child toward achieving and exceeding the lesson goals.

G2.B1.S2 Weekly PLC agendas will include collaboration and reflection on lessons for all teachers in the PLC, and discussion on effective planning to implement lessons that address the intent of the grade level Florida Standards.

PD Opportunity 1

All teachers will attend weekly PLC meetings and will follow a written agenda that includes collaboration on students data, reflection on the success of lessons and student achievement, and the planning and implementation of lessons that fully address the intent of the grade level Florida Standards.

Facilitator

Seth Daub

Participants

All grade-level classroom teachers

Schedule

Weekly, from 9/8/2015 to 5/31/2016

PD Opportunity 2

Teachers will attend weekly meetings to deconstruct/unpack standards being used in weekly/unit lessons plans. Teachers will collaborate on lesson plans and common assessments to implement lessons and address the intent of the grade level standards.

Facilitator

Jessica Taormina

Participants

All grade-level classroom teachers

Schedule

Weekly, from 9/24/2015 to 5/26/2016

PD Opportunity 3

Teachers will meet in PLC meetings weekly, with bi-weekly data discussion and reflection on standards-based student and classroom data.

Facilitator

Seth Daub, Monica Johnson, Kimberly Marcialis, Doris Sanchez

Participants

All grade-level classroom teachers.

Schedule

Biweekly, from 9/29/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Professional development opportunities will be scheduled monthly using a book study and collaboration among educators and school leaders to increase the use of standards-based instruction in the classroom.				\$13,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141		1612 - Castle Creek Elementary	General Fund		\$13,500.00
<i>Notes: Marzano Center books in best practices and effective strategies will be purchased for the faculty book study.</i>						
2	G1.B2.S1.A2	Teachers will have weekly professional development to deconstruct/unpack the Florida Standards for the upcoming week's lessons.				\$0.00
3	G1.B2.S1.A3	Teachers will attend weekly PLC meetings in the school data room to post and discuss data from common assessments. The school data room will reflect the Florida State Standards being taught for the week or unit for each grade level. Classroom data will be analyzed for each standard to determine the re-teach and center activities.				\$0.00
4	G2.B1.S2.A1	All teachers will attend weekly PLC meetings and will follow a written agenda that includes collaboration on students data, reflection on the success of lessons and student achievement, and the planning and implementation of lessons that fully address the intent of the grade level Florida Standards.				\$3,530.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141		1612 - Castle Creek Elementary	General Fund		\$30.00
<i>Notes: One case of paper will be needed for PLC meetings for agendas, meeting notes, and reflection activities.</i>						
	1141	140-Substitute Teachers	1612 - Castle Creek Elementary	General Fund		\$3,500.00
<i>Notes: This money will pay for substitute teachers throughout the year to provide teachers extra planning, collaboration and reflection time.</i>						
5	G2.B1.S2.A2	Teachers will attend weekly meetings to deconstruct/unpack standards being used in weekly/unit lessons plans. Teachers will collaborate on lesson plans and common assessments to implement lessons and address the intent of the grade level standards.				\$0.00
6	G2.B1.S2.A3	Teachers will meet in PLC meetings weekly, with bi-weekly data discussion and reflection on standards-based student and classroom data.				\$0.00
Total:					\$17,030.00	