2013-2014 SCHOOL IMPROVEMENT PLAN

Cypress Creek Elementary School

6100 S WILLIAMSON BLVD

Port Orange, FL 32128

386-322-5162

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

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	36%

Alternative/ESE Center	Charter School	Minority Rate
No	No	21%

School Grades History

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cypress Creek Elementary School

Principal

Sandy Russell

School Advisory Council chair

Karen Potter/Nancie Lenois

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Sandy Russell	Principal
Judith Watson	Principal Intern
Karen Potter	Fifth Grade Teacher
Jill Kaelin	Fourth Grade Teacher
Michelle Phelan	Third Grade Teacher
Terri Suydam	Second Grade Teacher
Michelle Larrimore	First Grade Teacher
Tracy Mallard	Kindergarten Teacher
Fran Kral	Guidance Counselor
Jennie Nord	ESE Support Facilitator
Kristine Rundall	ESE Support Facilitator
Mitzi Stevenson	Media Specialist
Lenny Glover	P.E. Coach

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Parent Group
Tina Avila

Tammy Carbonara
Marcy Downey
Michele Somogy
Amanda Tyler-Baker
Melinda White
Jill Yanus
Support Staff
Janis Ern
Teacher Group
Karen Potter
Nancie Lenois
Julia West
Richard West
Community/Business Partner
Jennie Fike
Administration
Sandy Russell, Principal
Judith Watson, Principal Intern

Involvement of the SAC in the development of the SIP

At the initial meeting of the SAC, data was reviewed from the results of the 2013 FCAT for Grades 3 -5. Ideas to increase learning gains were discussed with SAC. Members were asked for input.

Activities of the SAC for the upcoming school year

SAC will meet monthly to assist with monitoring the goals of the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

At this time there are no funds allocated for SAC from the State.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Sandy Russell		
Principal	Years as Administrator: 9	Years at Current School: 3

Credentials	BA Elementary Ed. MA-Educational Leadership Education
Performance Record	2012 - A 2013 - B

Judith Watson		
Asst Principal	Years as Administrator: 3	Years at Current School: 3

Credentials	Bachelors of Arts in Education, Language Arts Middle Grades Masters of Science in Educational Leadership
Performance Record	2012 - A 2013 - B

Classroom Teachers

# of classroom teachers
51

 # receiving effective rating or higher
51, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
51, 100%

 # ESOL endorsed
16, 31%

 # reading endorsed
7, 14%

 # with advanced degrees
20, 39%

 # National Board Certified
4, 8%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
7, 14%

 # with 6-14 years of experience
21, 41%

 # with 15 or more years of experience

22, 43%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration recruits and retains a highly qualified staff by providing opportunities for effective professional development, Professional Learning Communities, and other activities that allow teachers to work collaboratively with their colleagues.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 three teachers new to our school although each have over 5 years of experience in education with Volusia County Schools. One teacher is new to our district but has over 10 years of teaching experience.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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 MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's eight-step problem solving process, with RtI 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS 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 MTSS 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets each month using student data to monitor the effectiveness of intervention efforts, professional development implementation, and parenting programs. We are in the process of creating a Data Room that is dedicated for the soul purpose of progress monitoring and team level review for collaborative decision making, giving support and ideas for intervention from our resources at Cypress Creek Elementary.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Guidebook and Scantron Achievement Series provide evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Crosspointe reports provide further information regarding performance by both individuals and groups of students in order to inform intervention efforts and instruction. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data is maintained and monitored by the school site. Tier 2 and Tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, school psychologist).

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The school-based Multi-Tiered System of Support leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a MTSS is an overarching framework that guides the work of the school.
Educating our parents and community is important as we are incorporating and blending Common Core State Standards in our curriculum. We have planned several educational parent nights to involve and inform parents and all stakeholders. A "Thinking Math-O-Fun Night" (Futures Mini-Grant Awarded) is planned in November for local businesses and universities to set up in our courtyard to inform students on the importance of math in the real world and in all career paths. Each business and university will have a chance to really impress upon our students their need for 21st century skills of problem solving and critical thinking. Teachers in both primary and intermediate will be running concurrent sessions of a data driven math need based lessons to help inform and involve the parents in their child's education...and all stakeholders.
Presentations are given at both SAC and PTA Meetings to keep parents informed on standards and how they can help at home. We also send home informational flyers and websites to keep everyone learning and growing with our Cypress Creek team.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sandy Russell	Principal
Judi Watson	Principal Intern
Mitzi Stevenson	Media Specialist
Debbie Mongato	District Teacher on Assignment
Jill Kaelin	Intermediate Teacher
Karen Potter	Intermediate Teacher
Michelle Phelan	Primary Teacher
Terri Suydam	Primary Teacher
Michelle Larrimore	Primary Teacher
Tracy Mallard	Primary Teacher
Jennie Nord	ESE Teacher
Kristine Rundall	ESE Teacher

How the school-based LLT functions

The LLT is made up of school administrators and teacher leaders who meet monthly to discuss and monitor school curricular issues and challenges as they impact student and teacher performance. The principal empowers the LLT to develop and implement a variety of strategies to build a culture for reading throughout the school. Strategies may include 1) professional development opportunities for teachers, 2) a schedule of activities that promote reading, 3) book chats for students and teachers, 4) presentations at faculty meetings and/or parent nights. The principal will provide support for the team by promoting diversified team membership, convenient times for the team to meet, leadership for productive team meetings and resources to implement the team's plan.

Major initiatives of the LLT

The Literacy Leadership Team meets with the principal to help develop learning targets. The team will focus on developing strategies to support the lowest 25% of the students in reading as reported on FCAT.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	72%	No	81%
American Indian		0%		
Asian	80%	77%	No	82%
Black/African American	46%	44%	No	51%
Hispanic	82%	83%	Yes	84%
White	80%	71%	No	82%
English language learners		0%		
Students with disabilities	36%	29%	No	42%
Economically disadvantaged	62%	57%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	105	25%	27%
Students scoring at or above Achievement Level 4	199	47%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	161	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0)	29	45%	55%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		42%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		13%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		7%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	101	69%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	71%	No	78%
American Indian		0%		
Asian	83%	90%	Yes	84%
Black/African American	37%	33%	No	43%
Hispanic	73%	71%	No	75%
White	77%	70%	No	79%
English language learners		0%		
Students with disabilities	45%	27%	No	51%
Economically disadvantaged	63%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	134	31%	35%
Students scoring at or above Achievement Level 4	167	39%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	153	56%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	44%	55%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	27%	29%
Students scoring at or above Achievement Level 4	62	43%	45%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	353	45%	50%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	1%	1%
Students who are not proficient in reading by third grade	37	27%	25%
Students who receive two or more behavior referrals	15	2%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	22	3%	3%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Efforts are focused on increasing the attendance of parents/guardians at our Family Math=O-Fun night sponsored by a Future's Mini-grant. 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 Common Core State Standards at each meeting. This will include presentation on Lesson Study, PARCC update from the FEA representative.
We will begin a new parent/community involvement activity called Caring Through Sharing. Our guidance counselor will do lessons in each classroom and through special area schedule meetings on giving and the life skills we implemented last year. Classes will then collect can food items to help keep our local food banks filled. This a parent, student, business - combined effort.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Five Star School	4	33%	40%
Caring Through Sharing - new parent involvement initiative		%	50%

Goals Summary

G1. Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.

Goals Detail

G1. Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

- Social Studies

- Science

- Science - Elementary School

- STEM

- STEM - All Levels

- Parental Involvement

- EWS

- EWS - Elementary School

Resources Available to Support the Goal

- All staff have been trained in Thinking Math CCSS Additions.

- Grade level teams meet regularly in Professional Learning Communities using data to monitor instruction and develop plans of action to address student needs.

- All staff trained in Kagan Structures.

- Teachers in grades 3 - 5 will receive training in a reading intervention program, Making Connections.

- A District Teacher on Assignment is assigned to our school two days per week to support teachers in all core content areas.

Targeted Barriers to Achieving the Goal

- Funding for follow-up coaching and modeling in both Thinking Math CCSS and Kagan Structures.

- Adequate time for teachers to review data and plan differentiated instruction.

- Familiarity with ELA anchor strategies and the 8 standards of mathematical practice necessary to teach with relevance and rigor.

Plan to Monitor Progress Toward the Goal

Data Meetings

Person or Persons Responsible
Teachers K - 5 and Administration

Target Dates or Schedule:
Monthly

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

Problem Solving Key

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

G1. Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.

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

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.

Action Step 1

Grade levels will decide on a lesson to observe.

Person or Persons Responsible

The team member providing the demonstration lesson will request a special area change with another grade level.

Target Dates or Schedule

Once a quarter

Evidence of Completion

PLC team minutes will document the lesson, debrief and next steps.

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

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 or Persons Responsible

Grade Level Teams K - 5

Target Dates or Schedule

Once a quarter

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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 or Persons Responsible

Teachers K - 5 and Administration

Target Dates or Schedule

Once per quarter

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 FCAT.

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

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 level meetings. There is also Professional Learning Community time built in for each grade to meet on a three week rotation. PLC time is refocusing to use data to drive our instruction. A Data Room is being created where there will be a visual display of students and what are our next steps or supports needed to increase the student's mastery of benchmarks.

Action Step 1

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

Person or Persons Responsible

Master Schedule is created with input from teachers on best times fit their curriculum flow. However ESE services must command much of the schedule. With the help of district staff, flexible scheduling is established and the remaining parts of the schedule now focus on keeping common planning times and afternoon PLCs.

Target Dates or Schedule

End of year activity with flexible scheduling before teachers leave so class lists can be developed. Administration and District ESE Staff help support creating a masterful orchestration around all of the non-negotiables.

Evidence of Completion

Evidence can be seen through the Master Schedule itself. We also monitor grade level minutes and PLC data reviews which include what are our next steps for monitoring the progress identified on our charts in Data Room.

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

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 or Persons Responsible

Administration / Grade Chairs

Target Dates or Schedule

Summer - Grade Chairs review Master Schedule.

Evidence of Completion

Master Schedule itself; Grade Level Minutes; PLC Minutes

Plan to Monitor Effectiveness of G1.B2.S1

Master Schedule

Person or Persons Responsible

Administration and Grade Chairs with gathered input from team members

Target Dates or Schedule

Completion of year - in order to tweak areas of concern

Evidence of Completion

Ultimately an increase in student achievement.

G1.B4 Familiarity with ELA anchor strategies and the 8 standards of mathematical practice necessary to teach with relevance and rigor.

G1.B4.S1 Staff development in Unraveling the Common Core K - 5 will be provided using District trainers.

Action Step 1

Professional Development in "Unraveling the Common Core"

Person or Persons Responsible

District Trainer, teachers K - 5, and administrators

Target Dates or Schedule

November, 2013

Evidence of Completion

This is a per-requisite training to the District's course titled ELA CCSS Whole Group and Small Group Reading Instruction.

Facilitator:

District Trainer

Participants:

Teachers K - 5 and Administrators

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Implementation of CCSS

Person or Persons Responsible

District Teacher on Assignment and Administrators

Target Dates or Schedule

Administrative Walk-throughs and District TOA coaching log

Evidence of Completion

Lesson Plans

Plan to Monitor Effectiveness of G1.B4.S1

Unraveling the Common Core professional development

Person or Persons Responsible

Administration

Target Dates or Schedule

Administrative Walk-throughs

Evidence of Completion

Increased student performance on formative and summative assessments.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Supplemental Academic Instruction (SAI) funds will be used to coordinate and implement an after-school program for students in grades 3-5. This program called "Science Wizards" is designed to address the reading and science needs of identified at-risk students using hands-on science 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 science assessments. The strategies used in this program address the Core Standards and FCAT 2.0 benchmarks necessary to increase learning gains of those in the lowest academic quartiles. The writing component of "Science Wizards" will have students participate in authentic writing as they respond to their science inquiry experiments using Science Interactive Notebooks.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.

G1.B4 Familiarity with ELA anchor strategies and the 8 standards of mathematical practice necessary to teach with relevance and rigor.

G1.B4.S1 Staff development in Unraveling the Common Core K - 5 will be provided using District trainers.

PD Opportunity 1

Professional Development in "Unraveling the Common Core"

Facilitator

District Trainer

Participants

Teachers K - 5 and Administrators

Target Dates or Schedule

November, 2013

Evidence of Completion

This is a per-requisite training to the District's course titled ELA CCSS Whole Group and Small Group Reading Instruction.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.	$3,525
	Total	$3,525

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
This is a district provided activity but substitutes will be needed to cover for teachers who attend this activity during the school day.	$3,525	$3,525
Total	$3,525	$3,525

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase the number of students performing at the highest levels of proficiency in reading and math as well as improving performance of those in the lowest reading and math quartiles with a focus on learning gains for all students.

G1.B4 Familiarity with ELA anchor strategies and the 8 standards of mathematical practice necessary to teach with relevance and rigor.

G1.B4.S1 Staff development in Unraveling the Common Core K - 5 will be provided using District trainers.

Action Step 1

Professional Development in "Unraveling the Common Core"

Resource Type

Professional Development

Resource

Teachers K - 5 will take part in a professional development activity designed to deepen their understanding of the common core standards in reading and math.

Funding Source

This is a district provided activity but substitutes will be needed to cover for teachers who attend this activity during the school day.

Amount Needed

$3,525