

Deep Creek Elementary School

26900 HARBOR VIEW RD, Pt Charlotte, FL 33983

[no web address on file]

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
59%

Alternative/ESE Center
No

Charter School
No

Minority
36%

School Grades History

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

School Board Approval

This plan is pending approval by the Charlotte 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>.

Table of Contents

| | |
|---|-----------|
| Purpose and Outline of the SIP | 4 |
| Differentiated Accountability | 5 |
| Current School Status | 8 |
| 8-Step Planning and Problem Solving Implementation | 19 |
| Goals Summary | 19 |
| Goals Detail | 19 |
| Action Plan for Improvement | 22 |
| Appendix 1: Implementation Timeline | 26 |
| Appendix 2: Professional Development and Technical Assistance Outlines | 27 |
| Professional Development Opportunities | 28 |
| Technical Assistance Items | 30 |
| Appendix 3: Budget to Support Goals | 31 |

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-----------------------------|
| Focus | 4 | Jim Browder |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Deep Creek Elementary School is dedicated to empowering students to become lifelong learners and leaders while providing a safe and nurturing environment, encouraging all students to be ready, responsible, and respectful.

Provide the school's vision statement

Student Success for All!

School Environment

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

During the registration process, the school takes information on families' native language. Teachers utilize this knowledge to incorporate lessons that are culture sensitive. In accordance with social studies standards, teachers provide a variety of opportunities to learn about, present information, and celebrate diversity. Deep Creek celebrates individuality and uniqueness through Stephen Covey's The Leader In Me. Students record special attributes about themselves and their families in their "All About Me" section of their Leadership Notebooks. An interest inventory was collected from families to gain information on special talents/skills that families would be willing to share with our students. Several families noted a willingness to share about their culture.

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

Deep Creek Elementary is a Stephen Covey Leader In Me School that promotes the 7 Habits of Happy Kids. These philosophies carry throughout the school, student homes, and community programs. We educate parents at Parent Teacher Organization (PTO) and School Advisor Committee (SAC) meetings about Deep Creek's motto "Ready, Responsible, and Respectful Leaders." We educate students, staff, and families on other safety topics such as bullying, wellness, drug use/abuse, and emergency safety procedures such as Code Red. This year, the school has instituted two programs that address respect and safety, involving parents and students. iMom holds monthly meetings to encourage and build positive relationships within the family, and Watch DOGS (Dads of Great Students) is an organization that encourages fathers to be a part of the school day, supporting instruction, providing supervision, and serving as role models.

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

Deep Creek Elementary utilizes Positive Behavior Support to encourage and reward positive behaviors. DCES is a Leader In Me School that emphasizes the 7 Habits of Happy Kids. These expectations, along with safety procedures and routines, are taught to students and staff. Voice levels and rules are posted throughout the building for reference. DCES has a flowchart of progressive discipline that follows the district Student Code of Conduct guidelines. Instructional time is protected, and students counsel with Leadership to discuss consequences during non-academic time.

Behavioral referrals are documented and collected through the FOCUS electronic data storage system.

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

The School Counselor provides individual counseling on an as needed basis. Teachers or parents can refer a child to see the counselor at any time. The school counselor uses a comprehensive school counseling program focused for all students on academic and career development, personal and social development, community involvement, and global citizenship development. Deep Creek Elementary has a contract with Big Brothers/Big Sisters who provides mentoring services to those students in need.

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

1. Attendance is recorded daily in FOCUS data storage. The Assistant Principal monitors attendance through monthly reports and graphs data for goal setting. Concerns are shared with the school social worker and documentation is kept for referral to the attendance team for intervention.
2. The Assistant Principal monitors referrals and suspensions and reports discipline data to grade level teams, school-wide, and at PTO/SAC meetings. Careful attention is given to over/under identification of students considering gender, disability, and race.
3. Student achievement in ELA and Mathematics is collected through diagnostic and formative assessment. Students performing below grade level expectation are given opportunities for remediation.
4. Students scoring a level 1 on the statewide assessment are identified and provided additional instructional time and intervention (iii) and given priority to remediation both before and after school.

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 | 7 | 2 | 4 | 7 | 1 | 2 | 23 |
| One or more suspensions | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| Course failure in ELA or Math | 0 | 0 | 0 | 16 | 9 | 10 | 35 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 12 | 19 | 40 | 71 |

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

| Indicator | Grade Level | | | Total |
|--|-------------|---|----|-------|
| | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 10 | 7 | 12 | 29 |

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

Interventions are both instructional and informative in nature. Administrators, guidance, teachers, social worker, and school resource officer intervene by communicating expectations and policy regarding mandatory attendance which affects academic performance. School leaders will access Check and Connect counseling materials to support students that are striving academically and socially as a result of retention. Students exhibiting early warning signs are discussed at childtalk meetings where teachers share instructional strategies to best support these students' needs. Students are referred to the Teacher Support Team (TST) where additional strategies are implemented and data is collected. Students may be provided with access to a variety of supports such as (but not limited to) FastForward, iReady lessons before, during, and after school, Pearson My Sidewalks curriculum, and other curricula approved in the K-12 Charlotte County Reading Plan. Regular formative assessment and progress monitoring takes place to inform progress and instruction.

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/180292>.

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

At the Annual Title I Meeting and Open House, Deep Creek Elementary invited many community business partnership groups. Community and business partners participate and contribute to a variety of school events. Community members are provided with special invitations to events, acknowledged for their contributions in presentations and publicized in the school newsletter, webpage, and SchoolConnect calls, and thanked formally through letters and calls. Volunteers from various community organizations sign in and give of their time. Their time is documented in a log and reviewed, and they are acknowledged for their dedication. The school communicates specific needs through a partnership letter and representatives from the school often meet with partners in person.

Families can access the School Portal and Family Portal for additional information in Spanish and Creole as a primary language. Our district website also provides information in over 40 languages.

Effective Leadership

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

School Leadership Team

Membership

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

| Name | Title |
|--------------------|---------------------|
| Mcelroy, Adrienne | Principal |
| Olby, Noelle | Guidance Counselor |
| Kipfingher, Celene | Instructional Coach |
| Diekman, Linda | Teacher, K-12 |
| Monier, Ashley | SAC Member |
| Abraham, Ginger | Teacher, K-12 |
| Brown, Marie | Teacher, K-12 |
| Defond, Andrea | Teacher, K-12 |
| Heneka, Susan | Teacher, K-12 |
| Schlundt, Pam | Teacher, K-12 |
| Smith, Crystal | Teacher, ESE |
| Stultz, Shanna | Teacher, K-12 |
| Vernon, James | |

Duties

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

The principal of the school serves as the instructional leader of the entire school. The principal serves on the School Advisory Council, co-chairs the Partnership and Performance Committee, and participates in the leadership initiatives of the school. All of these committees function in a collaborative decision making process with the composition of the committees being representative of the school population. The principal is responsible for the overall master schedule of students and calendar of events. Ultimately, the principal is responsible for the fidelity of the implementation of School Improvement Plan. As an instructional leader, she facilitates faculty learning meetings with the staff, participates in grade level team meetings, professional development, and analyzes school wide and classroom data. The principal is responsible for all communication leaving the school building i.e. School Connect calls and emails. All aspects of school safety falls in the purview of the school principal as well.

*Assistant Principal-Co-Chair of the SSPPC, member of the Literacy Council, Lighthouse Team and PTO. Assist with student discipline interventions and parent conferences. Work with the Lead Teacher to review grade level data weekly and provide support in the RTI process.

*Lead Teacher-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing;

*Guidance Counselor and School Psychologist to assist teachers at MTSS weekly meetings.

*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

*Program Planners (1 per grade level) are the lead learner within the grade level. Their role is to facilitate weekly meetings and make sure the team is collaborating effectively for student success.

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

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success. MTSS meetings are scheduled per the needs of individual students.

The SAC meets monthly with a focus on the school improvement plan.

The Partnership Performance Council (PPC) is a collaborative decision making team comprised of a representative from K-2, 3-5, ESE, Special Areas, and administration that meets monthly, always focusing on the School Improvement Plan (SIP). In addition, as a low performing school, we have an additional committee that works on the SIP. This committee consists of the PPC members, a SAC representative, a teacher union representative, a support union representative, lead teacher, Human Resources representative, Division of Learning representative, district psychometrician, school administrators, and the district director of federal programs.

Literacy Council meets monthly to discuss Florida Plan Standards implementation and process. In addition, they create a reward system for our Accelerated Reader program.

As a Leader in Me school, our Lighthouse team meets monthly to align student leadership with student achievement.

The school leadership team meets monthly with the grade level program planners. Then the program planners facilitate weekly team meetings.

Focus data storage program-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report.

Performance Matters, i-Ready, and School Portal-data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher, Guidance Counselor, ESE Liaison, and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, Guidance Counselor, ESE Liaison, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

School Advisory Council (SAC)

Membership

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

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Adrienne McElroy | Principal |
| Ben Bailey | Parent |
| Ashlee Bailey | Parent |
| Diane Combs | Parent |
| Rick Harrison | Parent |
| Cara Reynolds | Parent |
| Hollie Watson | Teacher |
| Mary Crawford | Education Support Employee |
| Guillermo Burbano | Parent |
| Emily Lytle | Parent |
| Katie Moore | Parent |
| Debra Thompson | Parent |
| Karin Raia | Parent |
| Kristie Lawson | Parent |
| Kathryn Torre | 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

DCES SAC was involved in the preparation and evaluation of the SIP. SAC presented the final draft to the public for modification and analyzed data related to the SIP.

Development of this school improvement plan

A committee including a member of SAC will draft and submit the SIP. The committee will collect and analyze data and target areas in need of improvement. The committee will set short and long term goals to develop improvement strategies and will monitor their implementation. SAC will also gather public input on the plan and approve it.

Preparation of the school's annual budget and plan

School Improvement Funds have not been given for several years.

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

School Improvement Funds have not been given for several years.

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

Currently we are in the recruitment stage of SAC membership formation. We have advertised membership needs via email, phone calls, newsletter, flyers, and our school marquee. Our first meeting was 9/2/14. We expect to be compliant by the final CIMS/SIP submission in Nov.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|---------------------|---------------------|
| Vernon, James | Assistant Principal |
| Defond, Andrea | Teacher, K-12 |
| Litzell, Shannon | Teacher, K-12 |
| Marsh, Darlene | Teacher, ESE |
| Adler, Stephanie | Teacher, K-12 |
| Riddell, Jacqueline | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

LLT meets monthly to discuss student achievement, diagnostic and progress monitoring data, instructional supports, literacy events, and family involvement. LLT is tracking schoolwide data of student progress in Accelerated Reader, iReady assessment data, and parent involvement/participation in Family Literacy events. The LLT sponsors activities during the Just Read Florida! Celebrate Literacy Week and encourages participation in the Million Minute Marathon.

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

- *Kagan cooperative team building activity at weekly Faculty Learning Meetings focused on professional development, MTSS, and student achievement.
- *Positive schoolwide communication through weekly Monday Morning Memos
- *Instructional Rounds – teachers visit other teachers' classrooms to garner ideas and generate discussions about classroom routines/instruction.
- *Data Days – Each grade level and ESE team will receive 3 full days and 3 partial days of collaborative data discussions, creating grade level action plans based on current data to increase student success. Teachers will also focus on FL Plan Standards, planning lessons together to meet the rigor of the new standards.
- *Team Planning – Each grade level team will have common planning times in which to work together.
- *Professional Learning Community (PLC) groups will meet monthly to learn/work together with a common thread of interest.

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

- * Our recruitment process is consistent with district wide procedures. We advertise internally first for interest from existing staff that might want to change grade levels or look at a different position. This practice recruits and retains employees. After the internal posting, we post to the public. We screen the applications, then interview.

Another opportunity we offer for retaining teachers is the Coaching Assisting and Supporting Teachers (CAST) program. Our lead teacher facilitates CAST. Teachers can get assistance formally or informally from our lead teacher. This program was established to identify striving teachers and then provide them with a team to assist in improving with focus on a variety of topics including lesson planning, professional ethics, classroom management, data analysis, and any other area which shows deficiency.

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

*Part of the New Educator Training (NET) program, teachers are assigned peer teachers who receive a stipend to assist NET teachers with their transition. Our peer teachers must be Clinical Educators. We base our selection on proximity to classroom, grade, and personalities. In addition, there are grade level team leaders that offer assistance on a regular basis.

New educator PLC meets monthly with Lead teacher to learn about school culture and common policies and procedures.

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

Deep Creek Elementary utilizes adopted texts in alignment with the K-12 Reading Plan submitted and approved by the State. Core instructional programs and materials are designated, purchased, and delivered for use by the District. Adoption of materials follows the rigorous guidelines as set forth by the State. Lesson plans are submitted electronically and uploaded to school site folder for review by administration to ensure adherence to Florida Standards.

Deep Creek Elementary will follow the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

*Use CMAPS program to provide curriculum maps and timelines

*Use Data Days to review student data and implement instructional interventions

*Attend Principal, Assistant Principal and Lead Teacher meetings

*Provide safety nets for struggling students following the MTSS

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

The school makes use of data from both State and local assessments, diagnostic, formative, and summative in nature. Students are then assigned a profile, prescribing instruction, and provided with an individualized instructional path through iReady. Core instruction is given in whole group and then differentiated instruction is delivered in small group settings in both ELA and Math. Students requiring additional support to meet proficiency are provided with additional intensive instruction (iii) daily and given priority access to remedial programs both before and after school. As part of the Multi Tiered System of Support (MTSS), students who are identified as needing additional strategies are referred to the Teacher Support Team where additional, individualized strategies are implemented and data is tracked. Following the scope and sequence of the Florida Standards, advanced students access curricula from higher grade levels and are given the opportunity to enroll in the Accel program. In addition, DCES employs the strategies of Thinking Maps and Kagan Cooperative structures.

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: Before School Program

Minutes added to school year: 4,800

Following the diagnostic assessment, students are provided with an individualized path of instruction. Students engage in 30 minute iReady lessons on the computer with regular progress monitoring assessments, five days per week.

Strategy Rationale

Research shows an increase in growth points correlated to time spent in the instructional program.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Keegan, Heidi, heidi.keegan@yourcharlotteschools.net

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

iReady minutes logged
Diagnostic assessment data
Progress monitoring data (monthly)

Strategy: After School Program

Minutes added to school year: 4,800

Small group, teacher directed instruction

Strategy Rationale

Research shows additional instructional time, in a small setting, allows for meeting individualized needs

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kipfinger, Celene, celene.kipfinger@yourcharlotteschools.net

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

Portfolio collection of assignments/assessments

Strategy: Extended School Day

Minutes added to school year: 840

Teachers participate in professional learning community activities outside of their contract time

Strategy Rationale

Teachers will implement new learning/strategies to address deficiencies

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Mcelroy, Adrienne, adrienne.mcelroy@yourcharlotteschools.net

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

Teacher evaluation data, student achievement data on Florida Standard Assessment (FSA)

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 provides readiness assessments to incoming kindergarten students that may or may not have attended voluntary pre-kindergarten programs. DCES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited for an exciting day at school. The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. This way everyone gets a firsthand experience with DCES. The school provides an annual kindergarten expectations meeting for parents to educate them on current standards, curriculum, and procedures. Outgoing fifth grade students attend a meeting at their intended middle school. Files are reviewed, closed, and transitioned by the school guidance counselor.

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

N/A

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

N/A

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

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

Strategic Goals Summary

- G1.** By the end of the 2014-2015 school year, 100% of faculty will actively participate in and provide evidence of learning from at least one of several structured professional learning communities focused on differentiated instruction, response to literature, AIMS strategies, inclusive practices, student achievement, MTSS, Florida Standards, formative, diagnostic, and summative assessments.
- G2.** By the end of the 2014-2015 school year, DCES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). See the table below
- | Subject | Grade | 2014-2015 | 2015-2016 |
|---------|--------|-----------|-----------|
| ELA | K | 86% | 90% |
| | 1st gr | 81% | 85% |
| | 2nd gr | 63% | 70% |
| | 3rd gr | 68% | 72% |
| | 4th gr | 40% | 50% |
| Math | K | 19% | 30% |
| | 1st gr | 41% | 45% |
| | 2nd gr | 20% | 26% |
| | 3rd gr | 27% | 40% |
| | 4th gr | 11% | 21% |
| 5th gr | 18% | 25% | |

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. By the end of the 2014-2015 school year, 100% of faculty will actively participate in and provide evidence of learning from at least one of several structured professional learning communities focused on differentiated instruction, response to literature, AIMS strategies, inclusive practices, student achievement, MTSS, Florida Standards, formative, diagnostic, and summative assessments. 1a

G043878

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------|---------------|
| Teacher attendance rate | 100.0 |

Resources Available to Support the Goal 2

- Pd360/Edivation
- Tomlinson text on Differentiation
- AIMS guides
- Response to Literature binders
- K-12 Special Education text, Dr. Bill Dagget
- Florida Inclusion Network (FIN) resources
- District PLC Planning Forms
- District PLC Meeting Logs
- Monday Morning Memo

Targeted Barriers to Achieving the Goal 3

- Collection of evidence of learning

Plan to Monitor Progress Toward G1. 8

Leadership will review meeting logs, portfolio, reflection questions, and formal evaluations.

Person Responsible

Adrienne Mcelroy

Schedule

Semiannually, from 9/25/2014 to 5/21/2015

Evidence of Completion

Collection binder and midyear review

G2. By the end of the 2014-2015 school year, DCES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). See the table below ELA K from 86% to 90% 1st gr from 81% to 85% 2nd gr from 63% to 70% 3rd gr from 68% to 72% 4th gr from 40% to 50% 5th gr from 27% to 39% (d) Math K from 19% to 30% (d) 1st gr from 41% to 45% 2nd gr from 20% to 26% 3rd gr from 27% to 40% (d) 4th gr from 11% to 21% (d) 5th gr from 18% to 25% (d) **1a**

 G042955

Targets Supported **1b**

| Indicator | Annual Target |
|--|---------------|
| FSA - English Language Arts - Proficiency Rate | 79.0 |
| FSA - Mathematics - Proficiency Rate | 75.0 |

Resources Available to Support the Goal **2**

- iReady computer lessons
- iReady Toolkit
- Curriculum Associates Ready Florida LAFS/MAFS Guides
- CMAPS
- CPALMS

Targeted Barriers to Achieving the Goal **3**

- Inconsistent monitoring of lesson/domain completion and pass/fail rate in iReady instructional/assessment program

Plan to Monitor Progress Toward G2. **8**

iReady diagnostic data at beginning, middle, and end of year as well as progress monitoring assessments.

Person Responsible

Adrienne Mcelroy

Schedule

Quarterly, from 9/15/2014 to 6/1/2015

Evidence of Completion

iReady diagnostic data BOY, MOY, EOY

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. By the end of the 2014-2015 school year, 100% of faculty will actively participate in and provide evidence of learning from at least one of several structured professional learning communities focused on differentiated instruction, response to literature, AIMS strategies, inclusive practices, student achievement, MTSS, Florida Standards, formative, diagnostic, and summative assessments. **1**

 G043878

G1.B2 Collection of evidence of learning **2**

 B107639

G1.B2.S1 Facilitators will utilize researched based content (video, lessons, readings, reflection questions) and maintain a meeting log. School Leadership will conduct walkthroughs, informal, and formal observations to collect evidence of implementation of professional learning. **4**

 S119088

Strategy Rationale

Research based practices increase student achievement.

Action Step 1 **5**

Assistant Principal will provide introduction to Edviation

Person Responsible

Heidi Keegan

Schedule

On 9/4/2014

Evidence of Completion

Faculty Learning Meeting minutes

Action Step 2 5

Principal will schedule regular PLC meetings

Person Responsible

Adrienne Mcelroy

Schedule

Monthly, from 9/4/2014 to 5/28/2015

Evidence of Completion

Meeting logs, calendar agenda

Action Step 3 5

Facilitators will select content and topic for discussion for each meeting and assign learning activities

Person Responsible

Celene Kipfinger

Schedule

Monthly, from 9/18/2014 to 5/28/2015

Evidence of Completion

District PLC forms with meeting log

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

Lead teacher will collect PLC planning forms/meeting logs for each meeting. Leadership will conduct observations and evaluations and collect evidence of implementation of new professional learning.

Person Responsible

Celene Kipfinger

Schedule

Monthly, from 10/2/2014 to 6/4/2015

Evidence of Completion

Collection binder, data from informal and formal observations/evaluations

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

PPC will review progress

Person Responsible

Linda Diekman

Schedule

Semiannually, from 11/21/2014 to 3/20/2015

Evidence of Completion

PPC minutes, end of year survey

G2. By the end of the 2014-2015 school year, DCES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). See the table below ELA K from 86% to 90% 1st gr from 81% to 85% 2nd gr from 63% to 70% 3rd gr from 68% to 72% 4th gr from 40% to 50% 5th gr from 27% to 39% (d) Math K from 19% to 30% (d) 1st gr from 41% to 45% 2nd gr from 20% to 26% 3rd gr from 27% to 40% (d) 4th gr from 11% to 21% (d) 5th gr from 18% to 25% (d) **1**

 G042955

G2.B2 Inconsistent monitoring of lesson/domain completion and pass/fail rate in iReady instructional/assessment program **2**

 B104980

G2.B2.S1 Professional development/training and follow-up by Lead Teacher at grade level/team meetings and/or data days **4**

 S116230

Strategy Rationale

Teachers will identify iReady domains that have been turned off and areas of deficiency for reteaching to proficiency, addressed at the core and differentiated instructional levels.

Action Step 1 **5**

Lead teacher will provide professional development in identifying iReady domains that have been turned off and standards/topics where proficiency has not been met. Teachers will turn domains on and remediate deficiencies.

Person Responsible

Celene Kipfinger

Schedule

Monthly, from 9/16/2014 to 5/12/2015

Evidence of Completion

Team meeting minutes will be uploaded in OneDrive noting teachers turning domains on and identifying standards that must be remediated for proficiency.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Check team meeting minutes for completion of iReady review for deficient domains requiring student remediation and monitor monthly progress monitoring checks for improved student learning

Person Responsible

Adrienne Mcelroy

Schedule

Monthly, from 9/16/2014 to 5/5/2015

Evidence of Completion

Team meeting minutes uploaded in OneDrive, iReady progress monitoring graphs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Assistant Principal will meet with Lead teacher to discuss team progress on number of students who have iReady domains turned off and standards/topics that lack proficiency and monitor monthly progress monitoring data in iReady for student learning growth

Person Responsible

Heidi Keegan

Schedule

Monthly, from 9/17/2014 to 5/6/2015

Evidence of Completion

Graph of number of students locked out of iReady domains/lessons, iReady progress monitoring graph

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 |
|-------------|---|-------------------|-------------------------------|---|----------------------|
| G2.B2.S1.A1 | Lead teacher will provide professional development in identifying iReady domains that have been turned off and standards/topics where proficiency has not been met. Teachers will turn domains on and remediate deficiencies. | Kipfinger, Celene | 9/16/2014 | Team meeting minutes will be uploaded in OneDrive noting teachers turning domains on and identifying standards that must be remediated for proficiency. | 5/12/2015 monthly |
| G1.B2.S1.A1 | Assistant Principal will provide introduction to Edviation | Keegan, Heidi | 9/4/2014 | Faculty Learning Meeting minutes | 9/4/2014 one-time |
| G1.B2.S1.A2 | Principal will schedule regular PLC meetings | Mcelroy, Adrienne | 9/4/2014 | Meeting logs, calendar agenda | 5/28/2015 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------------|-------------------------------|--|------------------------|
| G1.B2.S1.A3 | Facilitators will select content and topic for discussion for each meeting and assign learning activities | Kipfinger, Celene | 9/18/2014 | District PLC forms with meeting log | 5/28/2015 monthly |
| G1.MA1 | Leadership will review meeting logs, portfolio, reflection questions, and formal evaluations. | Mcelroy, Adrienne | 9/25/2014 | Collection binder and midyear review | 5/21/2015 semiannually |
| G1.B2.S1.MA1 | PPC will review progress | Diekman, Linda | 11/21/2014 | PPC minutes, end of year survey | 3/20/2015 semiannually |
| G1.B2.S1.MA1 | Lead teacher will collect PLC planning forms/meeting logs for each meeting. Leadership will conduct observations and evaluations and collect evidence of implementation of new professional learning. | Kipfinger, Celene | 10/2/2014 | Collection binder, data from informal and formal observations/evaluations | 6/4/2015 monthly |
| G2.MA1 | IReady diagnostic data at beginning, middle, and end of year as well as progress monitoring assessments. | Mcelroy, Adrienne | 9/15/2014 | iReady diagnostic data BOY, MOY, EOY | 6/1/2015 quarterly |
| G2.B2.S1.MA1 | Assistant Principal will meet with Lead teacher to discuss team progress on number of students who have iReady domains turned off and standards/topics that lack proficiency and monitor monthly progress monitoring data in iReady for student learning growth | Keegan, Heidi | 9/17/2014 | Graph of number of students locked out of iReady domains/lessons, iReady progress monitoring graph | 5/6/2015 monthly |
| G2.B2.S1.MA1 | Check team meeting minutes for completion of iReady review for deficient domains requiring student remediation and monitor monthly progress monitoring checks for improved student learning | Mcelroy, Adrienne | 9/16/2014 | Team meeting minutes uploaded in OneDrive, iReady progress monitoring graphs | 5/5/2015 monthly |

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. By the end of the 2014-2015 school year, 100% of faculty will actively participate in and provide evidence of learning from at least one of several structured professional learning communities focused on differentiated instruction, response to literature, AIMS strategies, inclusive practices, student achievement, MTSS, Florida Standards, formative, diagnostic, and summative assessments.

G1.B2 Collection of evidence of learning

G1.B2.S1 Facilitators will utilize researched based content (video, lessons, readings, reflection questions) and maintain a meeting log. School Leadership will conduct walkthroughs, informal, and formal observations to collect evidence of implementation of professional learning.

PD Opportunity 1

Assistant Principal will provide introduction to Edviation

Facilitator

Assistant Principal

Participants

Instructional Faculty

Schedule

On 9/4/2014

G2. By the end of the 2014-2015 school year, DCES will increase the percentage of proficient students in ELA and Math, according to iReady assessment (end of year view). See the table below ELA K from 86% to 90% 1st gr from 81% to 85% 2nd gr from 63% to 70% 3rd gr from 68% to 72% 4th gr from 40% to 50% 5th gr from 27% to 39% (d) Math K from 19% to 30% (d) 1st gr from 41% to 45% 2nd gr from 20% to 26% 3rd gr from 27% to 40% (d) 4th gr from 11% to 21% (d) 5th gr from 18% to 25% (d)

G2.B2 Inconsistent monitoring of lesson/domain completion and pass/fail rate in iReady instructional/assessment program

G2.B2.S1 Professional development/training and follow-up by Lead Teacher at grade level/team meetings and/or data days

PD Opportunity 1

Lead teacher will provide professional development in identifying iReady domains that have been turned off and standards/topics where proficiency has not been met. Teachers will turn domains on and remediate deficiencies.

Facilitator

Lead Teacher

Participants

Teachers in grade level teams, Administration, Teacher Support Team/RTI Case Managers (Administration, Guidance, ESE Liason, School Psychologist, School Social Worker)

Schedule

Monthly, from 9/16/2014 to 5/12/2015

Technical Assistance Items

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

Budget Rollup

Summary

| Description | Total |
|-------------|-------|
| Grand Total | 0 |