

Spring Creek Elementary School



2014-15 School Improvement Plan

Spring Creek Elementary School

25571 ELEMENTARY WAY, Bonita Springs, FL 34135

<http://spc.leeschools.net/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
90%

Alternative/ESE Center
No

Charter School
No

Minority
83%

School Grades History

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

School Board Approval

This plan is pending approval by the Lee 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	21
Appendix 1: Implementation Timeline	29
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	37

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Spring Creek Elementary is to empower students to become life long learners and productive, cooperative citizens.

Provide the school's vision statement

Spring Creek's vision is to prepare our students of diverse cultures for the world of their future. We make a world of difference by our beliefs that: Children are our first priority. Teamwork is a key to achieving progress. Our responsibility is to strive toward academic excellence. Parent and Community partnerships and Educational growth is essential to success.

School Environment

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

All new teachers at Spring Creek Elementary were taken on a tour of the neighborhoods where the majority of our students reside. This experience allowed teachers to better understand the home environments of our students. Some of the neighborhoods that were visited included the Manna Christian Campgrounds, Saldivar Migrant Camp, Pueblo Bonito, and the Rosemary Park area. Since our school has a large Hispanic population, teachers, parents, and students celebrate National Hispanic Heritage Month, September 15-October 15. During this celebration, local Hispanic leaders are invited to present during our evening literacy events. The Hispanic culture is highlighted through dance, music, and food.

Each year, our 5th grade students participate in a Gallup Survey and the results are used to improve student school experiences especially in the area of students feeling connected to the school environment.

Spring Creek Elementary is in its third year of Positive Behavior Support implementation. This program emphasized the recognition of positive student behavior.

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

Even though Spring Creek has not been formally identified as a "Leader In Me" school, several staff members have implemented leadership programs for our students. Students have an opportunity to participate in our Ambassador Leadership Club, where students take leadership roles in many activities before, during, and after the school day. Some examples of these roles are Safety Patrol, News Crew, Recycling Rangers, taking new students on tours of the school, and facilitating evening school events.

Our school has a strong relationship with several after-school community based tutoring programs. Local organizations such as the Boys & Girls Club, New Horizons Tutoring, YMCA, Sports Club International, and Catholic Charities provide their own busing to transport many of our needy students to free after-school extracurricular activities and tutoring opportunities. These agencies communicate frequently with our school faculty regarding progress of the students.

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

At Spring Creek Elementary, Positive Behavior Support (PBS) is a program that aims to build an effective environment in which positive behavior is more effective than problem behavior. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBS emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

Through the implementation of Positive Behavior Support, classroom teachers will;

- *Teach students proper school expectations
- *Recognize students for making good decisions
- *Develop responsibility
- *Improve academic achievement
- *Provide consistency throughout the school
- *Reduce school discipline referrals
- *Earn students school privileges

Panther Pride at Spring Creek Elementary is displayed by modeling the following attributes;

- *Purpose
- *Respect
- *Integrity
- *Dedication
- *Enthusiasm

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

At Spring Creek Elementary, all students have the opportunity to meet with our School Counselor. Students know that they can self refer and/or request counseling through their teacher and/or parent. All new students to Spring Creek are invited to join our "Newcomers Club." Through this club students are introduced to the variety of extra-curricular activities available at the school such as AZ Tech Club, Chess Club, Music Clubs, and Safety Patrols. Our School Counselor schedules frequent classes to all grade levels where she discusses anti-bullying, internet safety, and peer conflict resolution. She also conducts small group counseling for grief, divorce, and other support sessions.

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/177487>.

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

Each year Spring Creek Elementary hosts a Volunteer/Community/Business Partner Orientation Program. During this event, stakeholders are invited to attend an overview of the school's vision and mission in order for them to obtain an understanding of the challenges and needs of our school population.

In some cases, individual community members and business partners are approached to provide additional support through funds and/or man power to meet the needs of our school.

Community members and business partners are invited to attend all school extra curricular events such as PTO meetings, SAC meetings, Curriculum Night, Open House, Fall Festival, and other grade level evening programs where they are able to interact with all Spring Creek stakeholders.

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
Clark, Ashley	Principal
Sheckler, Valerie	Assistant Principal
Hernandez, Cynthia	Teacher, K-12
Somers, Stefany	Teacher, PreK
Roddis, Bonnie	Instructional Coach
Sherman, Tera	Instructional Coach

Duties

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

The roles of each member are as follows:

Classroom Teacher

- Keep ongoing progress monitoring notes in a MTSS folder (FAIR, curriculum assessments, STAR or FCAT scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing
 - Attend MTSS Team meetings to collaborate on & monitor students who are struggling
 - Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
 - Deliver instructional interventions with fidelity Reading Specialist
 - Attend MTSS Team meetings
 - Train teachers in interventions, progress monitoring, differentiated instruction
 - Implement supplemental and intensive interventions
 - Keep progress monitoring notes & anecdotes of interventions implemented
 - Administer screenings
 - Collect school-wide data for team to use in determining at-risk students
- Speech-Language Pathologist
- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
 - Completes Communication Skills screening for students unsuccessful with Tier 2 interventions

- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

Principal/Assistant Principal

- Facilitate implementation of the MTSS problem-solving process in your building
- Provide or coordinate valuable and continuous professional development
- Assign paraprofessionals to support MTSS implementation when possible
- Attend MTSS Team meetings to be active in the MTSS change process
- Conduct classroom Walk-Throughs to monitor fidelity

Guidance Counselor/Curriculum Specialist

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

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 MTSS Problem-Solving team at Spring Creek Elementary meets on a weekly basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual.

Title I, Part A

*Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations.

*All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

*Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students.

*Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

*The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to

continue to develop their vocational skill.

Title II

*Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB

use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

*Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

*SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services.

Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded

under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes

ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed “Backpack Programs” in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Head Start

*Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school’s campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

*Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

*The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

*The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies. Other Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kristen Zimmerman	Parent
Cynthia Lott	Teacher
Cynthia Hernandez	Teacher
Robreist Tyler	Education Support Employee
Maria Molano	Education Support Employee
Samantha Hutchinson	Teacher
Martha Cuello	Parent
Griselda Cisneros	Parent
Jenny Fisher	Parent
Kelly Denny	Business/Community

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 review and approve the School Improvement Plan and the Parent Involvement Plan. The SAC will be involved in decision-making regarding school budget and school curriculum. SAC members will be informed monthly on information from the District Advisory Council (DAC).

Development of this school improvement plan

The purpose of the School Advisory Council is to perform the functions that are prescribed by the regulations of the School Board. The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give input concerning the annual budget, and will approve the use of the school improvement funds. The SIP was approved at the SAC meeting, (on the agenda for 10-29-14)

Preparation of the school's annual budget and plan

The SAC will assist in the preparation and evaluation of the School Improvement Plan, will give input concerning the annual budget, and will approve the use of the school improvement funds.

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

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

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

Name	Title
Sheckler, Valerie	Assistant Principal
Hernandez, Cynthia	Teacher, K-12
Somers, Stefany	Teacher, K-12
Roddis, Bonnie	Instructional Coach
Sherman, Tera	Instructional Coach
Schroeder, Pam	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Professional Development is designed by the LLT based on current student data. The team meets weekly to design and create pertinent professional development which is implemented twice monthly. All Spring Creek teachers are required to attend these bi-monthly trainings which emphasize the promotion of literacy within the school. Spring Creek has developed a quarterly literacy event that is attended by students, parents, and teachers. During this event, students and parents are engaged in

literacy activities such as

The priority will be to increase student achievement for the LY, LF students. The diligent use of research based interventions, monitoring and review and reteaching to meet students' needs will be implemented for all students.

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

At Spring Creek, teacher on each grade level have 45 minutes of common planning time daily. This allows for teachers to work collaboratively during their planning time. In addition, teachers are required to meet weekly in grade level professional learning communities to plan and implement lessons that meet the needs of all grade level students. Teachers also meet bi-monthly in cross-grade level PLC Goal Teams where each team is assigned to a specific content area in order to support the district academic plans as well as the school improvement plan goals.

Each grade level is responsible for planning at least one after-school development session for the rest of the faculty. The professional development is based on best teaching strategies from a book study of "Teach Like a Champion."

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

Administration meets regularly with new teachers. Teachers new to the school are partnered with an experienced staff member. Targeted interviews, extensive reference checks and background checks are performed in order to ensure the best possible candidate is hired for the position. New teachers are enrolled into the District's APPLES Program. All new teachers are evaluated using the new Danielson assessment tool at least twice per year. School-based staff development is provided 2-3 times monthly. Trainings are held on Tuesday afternoons and are mandatory for all teachers and are compensated at their hourly rate! Additional staff development for new teachers, also compensated their hourly rate, is provided and expected to be in attendance for two to three days prior to school beginning. (Reading, Writing, Math, and Class management etc.)

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

First year teachers to the District will be provided Professional Development 2-3 times per month. Monthly meetings with admin and peer teacher to review progress and monitor growth. For the 2014-2015, Spring Creek has four first year teachers. Each teacher has been assigned a Mentor Teacher who meets weekly to offer support in classroom instruction, classroom management, and curriculum demands. The mentor teacher is required to implement frequent informal observations which include a pre and post conference in order to provide feedback. The new teacher and the mentor teacher will plan the Individual Professional Development Needs collaboratively. The mentor teacher will support the professional growth of the new teacher in all identified areas of teaching. The identified mentor teacher is chosen based on leadership strengths and is not usually a grade level team member. This allows for the mentor teacher to model effective teaching strategies in the new teacher's classroom and allows the mentor to cover the new teacher's classroom while he/she can observe in other areas of the school.

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

At Spring Creek, all teachers attend professional development in standards-based instruction. The Professional Development Leadership Team oversees the lesson planning and implementation of classroom instruction in order to ensure that all core instructional programs and materials are aligned to Florida's standards. Administration conducts frequent walk-throughs and targeted and formal observations on all classroom teachers. Our TIF Teacher Leaders are assigned to developing teachers in order to provide support and monitoring of classroom instruction. Administration conducts weekly reviews on online Oncourse lesson plans to ensure that teachers are implementing research-based instruction strategies and that all content and language objectives are aligned to Florida State Standards. They also review for Kagan and SIOP strategy implementation which has been an on-going focus of our professional development.

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

Spring Creek Elementary teachers meet weekly with their grade level professional learning teams to review student data in order to plan and implement intervention and enrichment activities. Each day for 30 minutes, all classroom and resource teachers are scheduled to meet with small groups of students to implement intervention and enrichment instruction. Resource paraprofessionals are also utilized to support this intervention/enrichment period which we call "W.I.N. Time" (What I Need). An example of modified instruction is 30 minutes of our monolingual students participating in teacher guided Rosetta Stone computer-based instruction.

Student with other needs are grouped by ability and provided small group intense instruction based on their individual learning needs.

Students who require enrichment during this time work with our full-time gifted teachers in order to participate in project-based and performance task activities. Outside of the W.I.N. Time, differentiated instruction is provided to all students during Math and Literacy learning centers.

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: Extended School Day

Minutes added to school year: 2,400

On-going Professional Learning Communities include teacher collaboration, planning, and professional development with use of a Book Study of "Teach Like a Champion". This will be our second year of implementation.

For the 2014-2015 school year, Spring Creek Elementary professional development will include the integration of SIOP (Sheltered Instructional Observation Protocol), Kagan strategies, and Professional Learning Communities.

Strategy Rationale

By providing bi-monthly professional development, teachers have the opportunity to collaborate with their peers in order to improve classroom instruction and increase student achievement.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Clark, Ashley, ashleyqc@leeschools.net

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

Effectiveness of the strategy will be determined through the collection of classroom walk-through data, teacher observations, and review of lesson plans. Student data to support the effectiveness of teacher professional development will be collected for weekly PLC meetings and documented on Critical Issues for Team Consideration form.

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

Orientation meetings will be held prior to the start of the school year for kindergarten students and their families to familiarize them with the school and expectations for the coming year. All students are assessed prior to or upon entering within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction.

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.** Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

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 student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies. 1a

G040749

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	71.0
AMO Reading - All Students	68.0
Math Gains	70.0
ELA/Reading Gains	70.0
Math Lowest 25% Gains	70.0
ELA/Reading Lowest 25% Gains	77.0
FCAT 2.0 Science Proficiency	56.0

Resources Available to Support the Goal 2

- Personnel, professional development opportunities, materials, leadership, and school culture

Targeted Barriers to Achieving the Goal 3

- Ensuring teachers' understanding of new Florida State Assessment requirements
- Developing schedules to accomodate common planning and intervention time
- Inconsistency in use of research based instructional strategies

Plan to Monitor Progress Toward G1. 8

Weekly formative assessments that have been developed by grade levels to measure student achievement in identified critical areas. District developed summative assessments

Person Responsible

Schedule

Evidence of Completion

Through checklist of completed lesson plans, walk-throughs, meeting agendas, and student data through Performance Matters and Pinnacle

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 student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies. **1**

 G040749

G1.B1 Ensuring teachers' understanding of new Florida State Assessment requirements **2**

 B098666

G1.B1.S1 Teachers will receive ongoing professional development of Reading, Writing, and Math cross-curriculum. **4**

 S110037

Strategy Rationale

Action Step 1 **5**

Ongoing professional development from Professional Development Team and District personnel

Person Responsible

Schedule

Evidence of Completion

Administration walkthroughs, lesson plans, student data

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

teacher observations, monitoring of lesson plans, student assessments

Person Responsible

Schedule

Evidence of Completion

observation forms, lesson plans, PLC minutes

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

student data and classroom observations

Person Responsible

Schedule

Evidence of Completion

data charts and graphs, classroom observation forms, meeting minutes

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

Create and submit a daily Essential Teacher Log to describe how the Teacher Leaders are coaching, mentoring, and modeling of effective teaching practices.

Person Responsible

Schedule

Evidence of Completion

Document provided through the Essential Teacher Daily Log

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

student assessment data


Person Responsible

Schedule

Evidence of Completion

student formative and summative assessments

G1.B1.S3 Monitoring of implementation of standards-based instruction through classroom walkthroughs and weekly review of lesson plans 4

 S110039

Strategy Rationale

Action Step 1 5

Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings

Person Responsible

Schedule

Evidence of Completion

Administration will review data collection from Domain 2 and 3 from the Teacher Evaluation System for effective implimentation of best practices.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will schedule required number of classroom walk-throughs and formal teacher evaluations. Administration will schedule weekly review of teacher lesson plans.

Person Responsible

Schedule

Evidence of Completion

Successful completion of all required (and extra) observations and walk through requirements

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

100% of all required formative observations and classroom walk-throughs will be performed.


Person Responsible

Schedule

Evidence of Completion


Successful completion of all evaluation requirements as documented in PeopleSoft.

G1.B2 Developing schedules to accomodate common planning and intervention time 2

 B098667

G1.B2.S1 Develop a schedule that would allow for personnel to be available for PLC intervention teams.

4

 S110040

Strategy Rationale

Action Step 1 5

Non-classroom personnel will be assigned to specific grade levels. Intervention teams will be established for each grade level. Master schedule will be revised to accomodate intervention team to meet the needs of specific grade levels.

Person Responsible

Schedule

Evidence of Completion

Successful implementation of intervention teams throughout the school.

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

Monitor successful implementation of interventions teams at each grade level.
Monitor attendance of individual intervention team members.
Plan for replacement for absent members.
Regularly attend grade level PLC meetings to monitor progress.

Person Responsible

Schedule

Evidence of Completion

PLC team members meeting minutes, lesson plans, and administration walk throughs

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

Daily successful implementation of intervention team.
Weekly grade level PLC Meetings.
Monitor of Lesson Plans.
Classroom Walk-throughs.


Person Responsible

Schedule

Evidence of Completion

An increase of student achievement through the use of formative assessments.

G1.B2.S2 Develop a teacher schedule that allows for flex time to accommodate 1 hour weekly after school PLC data analysis and planning sessions. 4

 S110041

Strategy Rationale

Action Step 1 5

Professional Development Team will create a schedule to meet the requirements of the TALC contract, which includes the 1 hour weekly after school PLC planning sessions.

Person Responsible

Schedule

Evidence of Completion

Successful implementation of the PLC planning sessions

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Professional Development Team will monitor the attendance of certified staff at weekly PLC sessions.

Person Responsible

Schedule

Evidence of Completion

Weekly PLC session sign in sheets and minutes collected at each meeting

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Successful implementation of the schedule and positive teacher feedback reporting effectiveness of weekly PLC sessions.


Person Responsible

Schedule


Evidence of Completion

Positive feedback from teacher surveys regarding PLC sessions

G1.B3 Inconsistency in use of research based instructional strategies **2**

 B098668

G1.B3.S1 Provide teachers with coaching/mentoring support provided by team leaders, Reading Specialist, Curriculum Specialist, and Teacher Leaders. One example would be the implementation "Teach Like a Champion" where all teachers, per grade level, will be presenting chapters to other staff members. After teachers present, all teachers will be expected to implement in the classroom the skills learned. The Leadership Team will monitor, provide feedback, and give instruction for correction of skills if and when necessary. **4**

 S110042

Strategy Rationale

Action Step 1 **5**

Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.

Person Responsible

Schedule

Evidence of Completion

classroom observations

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

TIF Teacher Leader Daily Essential Log and attendance sign-in sheets for required professional development workshops

Person Responsible

Schedule

Evidence of Completion

Attendance sign-in sheets, data collected of coaching/mentoring sessions as documented in the TIF Teacher Leader Daily Essential Log.

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

Teacher performance showing mastery of effective teaching strategies.

Person Responsible

Schedule

Evidence of Completion

Effective and Highly Effective ratings on observation forms and end of year evaluation forms for Domains 1, 2, 3, and 4.

G1.B3.S2 Professional development training (10 times per year) to include Common Core Writing to all teachers K-5 and will provide model demonstration lessons in different classrooms. Teacher will meet with trainer and Leadership Team to debrief what they observed and how they will tailor their instruction.

4

 S110043

Strategy Rationale

Action Step 1 5

Professional Development trainings will be scheduled for the year

Person Responsible

Schedule

Evidence of Completion

Successful completion of professional development trainings.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Attendance sign-in sheets for each professional development opportunity

Person Responsible

Schedule

Evidence of Completion

All participants will have attended each professional development training.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

The results of classroom walk-through and formative observation collection data.

Person Responsible

Schedule

Evidence of Completion

Increase of effective and highly effective ratings on formative observation Form 2B and classroom walk-through collection forms in PeopleSoft. Also, an increase in overall effective and highly effective ratings given in all 4 domains on the end of year staff evaluations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Ongoing professional development from Professional Development Team and District personnel		Administration walkthroughs, lesson plans, student data	one-time	
G1.B1.S3.A1	Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings		Administration will review data collection from Domain 2 and 3 from the Teacher Evaluation System for effective implementation of best practices.	one-time	
G1.B2.S1.A1	Non-classroom personnel will be assigned to specific grade levels. Intervention teams will be established for each grade level. Master schedule will be revised to accommodate intervention team to meet the needs of specific grade levels.		Successful implementation of intervention teams throughout the school.	once	
G1.B2.S2.A1	Professional Development Team will create a schedule to meet the requirements of the TALC contract, which includes the 1 hour weekly after school PLC planning sessions.		Successful implementation of the PLC planning sessions	once	
G1.B3.S1.A1	Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.		classroom observations	once	
G1.B3.S2.A1	Professional Development trainings will be scheduled for the year		Successful completion of	once	

Lee - 0681 - Spring Creek Elementary School - 2014-15 SIP
Spring Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			professional development trainings.		
G1.MA1	Weekly formative assessments that have been developed by grade levels to measure student achievement in identified critical areas. District developed summative assessments		Through checklist of completed lesson plans, walk-throughs, meeting agendas, and student data through Performance Matters and Pinnacle	one-time	
G1.B1.S1.MA1	student data and classroom observations		data charts and graphs, classroom observation forms, meeting minutes	one-time	
G1.B1.S1.MA1	teacher observations, monitoring of lesson plans, student assessments		observation forms, lesson plans, PLC minutes	one-time	
G1.B2.S1.MA1	Daily successful implementation of intervention team. Weekly grade level PLC Meetings. Monitor of Lesson Plans. Classroom Walk-throughs.		An increase of student achievement through the use of formative assessments.	once	
G1.B2.S1.MA1	Monitor successful implementation of interventions teams at each grade level. Monitor attendance of individual intervention team members. Plan for replacement for absent members. Regularly attend grade level PLC meetings to monitor progress.		PLC team members meeting minutes, lesson plans, and administration walk throughs	once	
G1.B3.S1.MA1	Teacher performance showing mastery of effective teaching strategies.		Effective and Highly Effective ratings on observation forms and end of year evaluation forms for Domains 1, 2, 3, and 4.	once	
G1.B3.S1.MA1	TIF Teacher Leader Daily Essential Log and attendance sign-in sheets for required professional development workshops		Attendance sign-in sheets, data collected of coaching/ mentoring sessions as documented in the TIF Teacher Leader Daily Essential Log.	once	
G1.B1.S2.MA1	student assessment data		student formative and	once	

Lee - 0681 - Spring Creek Elementary School - 2014-15 SIP
Spring Creek Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			summative assessments		
G1.B1.S2.MA1	Create and submit a daily Essential Teacher Log to describe how the Teacher Leaders are coaching, mentoring, and modeling of effective teaching practices.		Document provided through the Essential Teacher Daily Log	once	
G1.B2.S2.MA1	Successful implementation of the schedule and positive teacher feedback reporting effectiveness of weekly PLC sessions.		Positive feedback from teacher surveys regarding PLC sessions	once	
G1.B2.S2.MA1	Professional Development Team will monitor the attendance of certified staff at weekly PLC sessions.		Weekly PLC session sign in sheets and minutes collected at each meeting	once	
G1.B3.S2.MA1	The results of classroom walk-through and formative observation collection data.		Increase of effective and highly effective ratings on formative observation Form 2B and classroom walk-through collection forms in PeopleSoft. Also, an increase in overall effective and highly effective ratings given in all 4 domains on the end of year staff evaluations.	once	
G1.B3.S2.MA1	Attendance sign-in sheets for each professional development opportunity		All participants will have attended each professional development training.	once	
G1.B1.S3.MA1	100% of all required formative observations and classroom walk-throughs will be performed.		Successful completion of all evaluation requirements as documented in PeopleSoft.	one-time	
G1.B1.S3.MA1	Administration will schedule required number of classroom walk-throughs and formal teacher evaluations. Administration will schedule weekly review of teacher lesson plans.		Successful completion of all required (and extra) observations and walk through requirements	one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Increase student achievement gains school-wide by focusing on teaching, learning and comprehending rigorous text through the use of research based Common Core Literacy and Math strategies.

G1.B1 Ensuring teachers' understanding of new Florida State Assessment requirements

G1.B1.S1 Teachers will receive ongoing professional development of Reading, Writing, and Math cross-curriculum.

PD Opportunity 1

Ongoing professional development from Professional Development Team and District personnel

Facilitator

Administration, Professional Development team, district personnel

Participants

all certified teaching staff

Schedule

G1.B1.S3 Monitoring of implementation of standards-based instruction through classroom walkthroughs and weekly review of lesson plans

PD Opportunity 1

Data analysis collected from walk-throughs, formative teacher observations and monitoring teacher lesson plans and trainings

Facilitator

Professional Development Team

Participants

All certified teaching staff

Schedule

G1.B2 Developing schedules to accommodate common planning and intervention time

G1.B2.S1 Develop a schedule that would allow for personnel to be available for PLC intervention teams.

PD Opportunity 1

Non-classroom personnel will be assigned to specific grade levels. Intervention teams will be established for each grade level. Master schedule will be revised to accommodate intervention team to meet the needs of specific grade levels.

Facilitator

Leadership Team

Participants

Principal, Asst. Principal, Curriculum Specialist, T.I.F. Teachers,

Schedule

G1.B2.S2 Develop a teacher schedule that allows for flex time to accommodate 1 hour weekly after school PLC data analysis and planning sessions.

PD Opportunity 1

Professional Development Team will create a schedule to meet the requirements of the TALC contract, which includes the 1 hour weekly after school PLC planning sessions.

Facilitator

Professional Development Team

Participants

All certified staff

Schedule

G1.B3 Inconsistency in use of research based instructional strategies

G1.B3.S1 Provide teachers with coaching/mentoring support provided by team leaders, Reading Specialist, Curriculum Specialist, and Teacher Leaders. One example would be the implementation "Teach Like a Champion" where all teachers, per grade level, will be presenting chapters to other staff members. After teachers present, all teachers will be expected to implement in the classroom the skills learned. The Leadership Team will monitor, provide feedback, and give instruction for correction of skills if and when necessary.

PD Opportunity 1

Book Study and Action Research of "Teach Like a Champion", ongoing professional development in effective instructional strategies and best practices, modeling and coaching of best practices and effective instructional strategies.

Facilitator

Professional Development Team

Participants

All certified staff

Schedule

G1.B3.S2 Professional development training (10 times per year) to include Common Core Writing to all teachers K-5 and will provide model demonstration lessons in different classrooms. Teacher will meet with trainer and Leadership Team to debrief what they observed and how they will tailor their instruction.

PD Opportunity 1

Professional Development trainings will be scheduled for the year

Facilitator

Trained Professional Consultants and school-based Professional Development Team

Participants

All Certified Teachers

Schedule

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