

Orange County Public Schools

# Castle Creek Elementary



2017-18 School Improvement Plan

## Castle Creek Elementary

1245 N AVALON PARK BLVD, Orlando, FL 32828

<https://castlecreekes.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 3)
Elementary School PK-5	Yes	77%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2016-17 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	A*	A

*\*Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Orange County School Board.

### SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Castle Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">Gayle Sitter</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

##### b. Provide the school's vision statement

To be the top producer of successful students in the nation

#### 2. School Environment

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

Castle Creek Elementary provides monthly opportunities for families to meet and interact with teachers and staff through Casey's Family Academy Club, Green School activities and during other administrative outreach programs at local community sites. The Best Practices for Inclusive Education (BPIE) assessment was used to evaluate and analyze the practice of inclusion at the school level as well as identify the key people who monitor the implementation of best practices and the utilization of resources in order to strengthen the multi-tiered system of support (MTSS). Those involved with the MTSS process share BPIE information with families during our monthly Casey's Family Academy Club. The Family Club allows for a partnership with teachers and families and helps promote the implementation of best practices at school and home. The Family Club was awarded the state first place SUNSPRA award for the 2016-2017 school year. Our commitment to the arts programs encourages students and families to become involved in school learning programs as does our ELA and STEM Family Learning Nights. Open House provides an opportunity to visit the Book Fair either before or after visiting the child's classroom, in order to interact with staff members to determine and find reading books available for students. Principal Monica Johnson sends a weekly update to all parents via the district telephone communication system addressing school success and online through the calendar with information for parents. The school also hired a parent liaison who updates the school's website and Facebook site with pertinent information. Additional mentoring opportunities are available through the variety of before and after school activities offered as well as our after school and Saturday school tutoring programs.

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

Castle Creek Elementary has put specific procedures in place for student arrival and dismissal as well as student movement throughout the school day. All parents, guardians, volunteers or school visitors are required to complete the online Volunteer Application in order to volunteer or visit the school's campus. Once visitors arrive on campus they will gain access by using the video intercom device and will then be screened through the school's Raptor system. The Behavioral Leadership Team (BLT) proactively creates character education activities to engage students in anti-bullying initiatives and ways to handle themselves in situations in which they feel uncomfortable around other students. The guidance counselor has created Social Skills lessons that teachers will incorporate throughout their daily lessons. Administration policy within the school provides same-day investigation into any situation reported by parents or students that involves harassment, possible bullying or disrespect. The school has initiated a new positive discipline plan for all staff members through the Fine Arts program. The Guidance Counselor is available throughout the school day for individual and small

group interaction and meets with groups of students weekly to focus on targeted social skills. Our School Resource Officer is on duty at school one day per week.

**c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

School staff has been trained in proactive and effective ways to handle discipline in and out of the classroom. The positive behavioral plan is used by all staff along with a classroom reward system that allows individual student recognition for positive decision-making. Teachers work in teams to create a system of time-out space in a classroom other than the classroom where the disruption has occurred. Every teacher is responsible for creating a safe space in their classroom where students can go to regain composure and reengage in the learning process. The Behavior Leadership Team meets weekly to review behavioral plans, to update teachers on positive behavior strategies, to deal with students making poor choices in school and with students disrupting classrooms. The job of the BLT is to look at each individual student issue and build a plan with the teacher and the student that helps the child be successful in the classroom and at school functions. The Guidance Counselor interacts with students during Specials and/or recess and reinforces the behavior plan with the student. The BLT then works as a team to ensure that the plan is successful. The BLT also works with the district Behavioral Coach in order to create appropriate plans for students with specific behavioral issues. The MTSS team works closely with the BLT as a next step toward positive behavioral intervention. The school has reduced the number of out-of-school suspensions from six in 2016-2017 to two in 2016-2017.

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

The Guidance Counselor provides specific times for working one-on-one with students in need of social-emotional assistance. The school staff works to ensure that each student has an outlet both during school and after school where their natural talents and interests can be enhanced. Student services include opportunities in Music with Chorus and percussion, Art, Drama, Girls on the Run Running Club, Mathletes Math Club, Book Club and Battle of the Books, Chess Club, Problem Solving Game club, Green School clubs including 4-H and K-Kids, and STEM activities that include Robotics, Science Olympiads, and Project Lead The Way. The school is in the third year of the Elementary National Honor Society for 4th and 5th grade students. Our business Partners in Education provide both on and off-campus opportunities in Karate, dance and gymnastics. In addition, the school celebrates student improvement and achievement through the award winning monthly recognition program, "On-A-Roll," through the "Terrific Kids" monthly award, through the monthly "Exceptional Dragons" Character Award, and through the monthly AR and quarterly Honor Roll/Perfect Attendance programs. BPIE- Best Practices for Inclusive Education- is used to identify learning opportunities and resources for students with disabilities and shared with stakeholders as well. It is the goal of the school to ensure that our students have the opportunity to create a positive identity for themselves in order to help meet the social-emotional needs of students.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Castle Creek ES has a team comprised of the Principal, Assistant Principal, CRT, Reading Coach, Math Coach, ELL Compliance teacher, Staffing Specialist, Guidance Counselor, MTSS Coach and Registrar who make-up the Early Warning System for students. Our MTSS Coach and Staffing

Specialist work with teachers to incorporate the Best Practices for Inclusive Education (BPIE) into the development of Tier II and Tier III instruction, as identified through indicator 20 and the multi-tiered system of student support. Each team member has a specific group of students that they are assigned to ensure that all student indicators are addressed toward achieving academic success.

Early Warning Indicators:

ATTENDANCE: 5 days of unexcused absences, 9 days of total absence of any kind

SUSPENSIONS: Referral to the Behavioral Leadership Team for an individual plan, prior to suspension

COURSE FAILURE: Progress Reports (tutoring and interventions begin if grades are failing)

BELOW-PROFICIENCY SCORE: Progress monitoring, MTSS interventions and weekly student data, tutoring, Saturday school, and Casey's Club mentoring.

**b. Provide the following data related to the school's early warning system**

**1. The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	27	25	32	24	22	26	0	0	0	0	0	0	0	156
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	1	2	10	4	4	8	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	26	51	47	0	0	0	0	0	0	0	124

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	2	2	13	9	14	0	0	0	0	0	0	0	41

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

The school provides tutoring in ELA and Math two times per week and two Saturdays a month for each subject. Students have interventions in their classrooms daily. Students with an IEP receive no less than one hour per week of support on skills in core instruction. Students with an LEP plan that require additional support receive no less than one additional hour per week of small-group core instruction. Students identified through progress monitoring as being low-proficiency receive Tier II or Tier III interventions through MTSS. The mentoring program "Casey's Club" addresses low-proficient students in grades 3-5 for ELA and Math. Each member of the administrative team is assigned a group of students who are at-risk through at least two of the early warning indicators.

The Behavioral Leadership Team updates individual student plans and meets with parents to lower the instances of discipline referrals and time missed from the classroom. The registrar contacts parents whose children continue to show a trend of truancy including tardiness and sets meeting times with the administrative team to address attendance and truancy issues. The school is now in their second year of monthly family learning nights called, "Casey's Family Academy Club" that supports the understanding of processes, procedures, teaching, and learning in our school. The Principal reviews parts of the CCES Family Guide each week on the CCES Sunday Update through the Connect Orange phone messaging system and on the school's website and Facebook page.

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/422652>.

**2. Description**

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

**2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school has a Partners in Education (PIE) coordinator to build and sustain partnerships with local business and community members. The coordinator works with businesses and organizations to meet the vision and mission of Orange County Public Schools and of Castle Creek Elementary School. The goal of the relationships is to address the needs of the school based upon the needs assessment, student data, and school initiatives and programs. Each business chooses a specific area of need to sponsor and all are involved in one or more of the areas of the Green School Project. The PIE coordinator has regular contact with each business and invites the business associates to SAC meetings and school events. The businesses receive updates on student achievement as the information relates to their project and contribution to student achievement. Some partners provide after-school programs for our students that align with the school goals and initiatives including Unity Sports School, Avalon Dance Studio, Dramatic Education, 4-H Club and K-Kids, sponsored by the local Kiwanis Club. OCPS Technical College and Domino's Pizza are supporting our Casey's Family Academy Club.

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Johnson, Monica	Principal
Rosado, Alicia	Instructional Coach
Geiger, Michele	Guidance Counselor
Herber, Nicole	Assistant Principal
Camacho Moody, Maria	Instructional Coach
Sanchez, Doris	Instructional Coach
Walsh, Carolyn	Instructional Coach
Northway , Sarah	Instructional Coach

## **b. Duties**

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

The function and responsibility of each leadership team member is as follows:

Principal, Monica Johnson - Oversees all aspects of the school, oversees all aspects of SIP, conducts daily classroom visits, oversees Tier I core instruction, oversees all Tier II and Tier III intervention and progress monitoring plans for all students, and oversees the monthly book study professional development. The Principal attends PLC meetings weekly for grades 2-5. The Principal oversees reading in conjunction with the reading coach and oversees all student celebrations and business partnerships. Dr. Johnson is the Coordinator of the Green School Project and STEM activities. Principal Johnson is a voting member of the School Advisory Committee.

Assistant Principal, Nicole Herber - Conducts daily classroom visits for teacher feedback, works with the Curriculum Resource Teacher, Math Coach and Reading Coach on curriculum and best practices for grades K-1 and math best practices for grades K-5. She is also responsible for working with Special Area teachers, ESE and ESOL students, works with the K-1 PLCs to implement effective Tier I core instruction, works with the MTSS Coach to implement Tier II and Tier III interventions and progress monitoring of student data, creates all academic schedules for students with the registrar, is the leader of the Behavioral Leadership Team and attends all SAC meetings as a non-voting member.

Curriculum Resource Teacher, Doris Sanchez - Conducts daily classroom visits in all grades for teacher feedback and support, works with the K-5 PLCs to implement effective Tier I core instruction, works with the MTSS Coach to implement appropriate Tier II and Tier III interventions and progress monitoring in grades K-5 based on student data. Mrs. Sanchez is also the testing coordinator. She monitors that all state and district assessments are completed on time and data is disseminated to teachers appropriately and analyzes data to direct students toward appropriate interventions for improvement. She works with the Reading Coach and Math Coach to provide professional development to teachers in ELA and Math strategies.

Reading Coach, Carolyn Walsh- Conducts daily classroom visits in grades K-5 for teacher feedback and support, works with grades K-5 PLCs and lesson planning meetings to implement effective Tier I core instruction, works with teachers in implementing effective Tier II and Tier III interventions for the lowest 25% of students in ELA in grades K-5, coordinates with the testing coordinator to monitor that all state and district assessments are completed on time and that data is disseminated to teachers appropriately as well as analyzes data to redirect students to appropriate Tier II and Tier III interventions as new data is available. The Reading Coach provides professional development training in strategies for all teachers, including the Castle Creek Ph.D. monthly professional development program. She reports weekly to the Principal on the effectiveness of ELA interventions. The Reading Coach is also the coordinator of the after-school ELA tutoring as well as oversees i-Ready ELA data.

Math Coach, Dr. Maria Moody- Conducts daily classroom visits in grades K-5 for teacher feedback and support, works with grades K-5 PLCs and lesson planning meetings to implement effective Tier I core instruction, works with teachers in implementing effective Tier II and Tier III interventions for the lowest 25% of students in Math in grades K-5, coordinates with the testing coordinator to monitor that all state and district assessments are completed on time and that data is disseminated to teachers appropriately as well as analyzes data to redirect students to appropriate Tier II and Tier III interventions as new data is available. The Math Coach provides professional development training in strategies for all teachers, including the Castle Creek Ph.D. monthly professional development program. She reports weekly to the Principal on the effectiveness of math interventions. The Math Coach is also the coordinator of the before and after school Math tutoring program as well as

oversees i-Ready math data.

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

Exceptional Education Staffing Specialist, Laura Craig - Works with all teachers, the ESOL Compliance Coordinator, and the CRT to help determine appropriate placement for students. She works with the district School Psychologist to coordinate testing for ESE placement, creates learning plans through IEP's and 504 plans to meet specific student needs based on student testing, conducts parent meetings to ensure compliance with all laws governing ESE and 504 students, and provides support for teachers to ensure that students are given the appropriate accommodations to help student achievement. She is reading support teacher and visits classrooms weekly to give teacher feedback on effective strategies. Also has daily scheduled classroom visits to help students learn strategies to help them master standards.

ESOL Compliance /Intervention Leader, Alicia Rosado - Works with the Reading Coach, Curriculum Specialist and ESE Compliance leaders to determine appropriate placement for LEP students, coordinates testing and creates LEP plans to meet the needs of second language students, provides teacher support to ensure that students are given the necessary learning tools to support student achievement, and analyzes testing data to determine appropriate Tier 2 and Tier 3 interventions. She oversees the school-wide iStation Reading program. She is an instructional coach and visits classrooms weekly to give teacher feedback on effective strategies.

Instructional Coach, MTSS Coordinator, Sarah Northway - Coordinates and oversees all MTSS activities for all students. She supports the Title 1 Coordinator and works in conjunction with the school's parent liaison. She is an instructional coach and visits classrooms weekly to give teacher feedback on effective strategies and teaches one class of students each day.

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

The administrators and coaches do daily classroom visits to give feedback to teachers on best practices. The administrative team meets weekly to monitor MTSS and SIP structures with updated school-based data in order: to address the effectiveness of Tier I core instruction, to review Tier II and Tier III interventions for selected students based on data, to address teacher support systems, and to address the effectiveness of small group support. Instructional coaches meet with grade levels twice a week to develop standards based lesson plans as well as to discuss best instructional strategies. The school Leadership Team (the administrative team, team leaders, and department chairs) meet monthly to review data and trends. Grade-level PLCs meet weekly with instructional coaches to address the effectiveness of core instruction, small group and individual student needs based on student data. Four of the administrative team members have been trained in the Marzano teacher feedback and a schedule of classroom visits is in place for all teachers to receive feedback and support on a 3-week rotation cycle. The Principal and Assistant Principal have a schedule of classroom visits in place for feedback through walkthroughs, informal and formal evaluations in addition to the administrative team feedback.

The school leadership uses all OCPS approved materials for teaching and learning. The CRT oversees that textbooks and materials are ordered, inventoried upon arrival and disseminated to each teacher. The school has a technology plan to address the need for more computers for students and to replace old machines that do not meet the needs of the school. Last year the school added an additional 96 laptops to classrooms. This year the school has two additional computer laptop carts on wheels that will be utilized on a rotation schedule for students in grades 2-5. The Principal and the technology coordinator oversee the technology plan. Business partners will continue to provide in-kind funding through donations of school supplies in order to meet the educational needs of students who receive free/reduced lunch. In-kind business donations are providing professional development for the instructional staff for STEM activities. District funds will supply activities to provide busing for each child to experience one performing arts activity over the school year.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Maria Moody	Teacher
Michelle Fish	Parent
Tamara Van Ginkel	Parent
Alyson Swavely	Parent
Monica Johnson	Principal
Kelly Whalen	Parent
Kathryn Leigh	Parent
Kevin Langley	Teacher

### b. Duties

#### **1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

#### *a. Evaluation of last year's school improvement plan*

The SAC met on May 2, 2017 to review the 2016-2017 SAC plan and the areas of success and weakness.

#### *b. Development of this school improvement plan*

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

#### *c. Preparation of the school's annual budget and plan*

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

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

SIP funds may arrive to schools in January, which is about \$2.00 per student. The SAC has to decide how funds are to be spent. All decisions will be based on data and will benefit all students. For the 2016-25017 school year, Castle Creek spent \$2500.00 on Professional Development.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Johnson, Monica	Principal
Burgoon, Rebecca	Instructional Media
Sanchez, Doris	Instructional Coach
Herber, Nicole	Assistant Principal
Smith, Christina	Teacher, K-12
Geronimos, Kelly	Teacher, K-12
Iglesias, Sherry	Teacher, K-12
Sullivan, Michelle	Teacher, K-12
Senecal, Julie	Teacher, K-12
Vera, Magdalena	Teacher, K-12
Walsh, Carolyn	Instructional Coach
Northway , Sarah	Instructional Coach

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable**

This year the LLT will be participating in the District's PLC (DPLC) meetings to discuss and review best instructional practices with an intense focus on ELA and student achievement. The LLT will be responsible for training teachers on their grade levels based on the information shared at monthly DPLC meetings.

The LLT parent/family initiative for the year will be the planning of ELA night in January 2018. The expected outcome will be 300 families participating in ELA activities that will encourage reading at home. The expected outcome in classrooms will be all teachers implementing standards based instruction with fidelity, and measured through classroom visits and lesson plans by the Reading Coach. The expected outcome will be to increase student reading level to their appropriate grade levels.

The LLT will meet monthly to discuss and share strategies taught during DPLC meetings and will focus on instructional best practices in ELA and student achievement. Formative and summative

student data as well as grade level data will be analyzed and discussed during weekly PLC meetings to promote and increase student achievement.

The LLT will ensure that parents receive information on Reading Standards and best practices through the monthly Casey's Family Academy Club and Parent Leadership Committee meetings.

## **D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

### **1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

CCES teachers meet in PLC's every Monday to discuss grade level data and trends and on Tuesdays and Thursdays for collaborative planning and instruction. Teachers meet with the Reading Coach and Math Coach during the planning sessions to deconstruct standards, plan for standards based instruction and to complete lesson plans. Grade levels also meet on Wednesdays to discuss instructional strategies and best practices. Teachers work together to create learning goals and targets to meet the depth and complexity of the Florida State Standards. Teachers new to Castle Creek or new to a grade level are assigned a mentor teacher. CCES has school-wide committees that focus on academics and school initiatives and have teacher representatives for each committee. Teachers choose the committee in which they are most interested and meet monthly for collaboration across grade-levels. Each committee plans and presents activities for students and/or families and collaborates on vertical alignment of curriculum and activities.

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

Principal Dr. Monica Johnson and the administrative staff interviews and hires highly qualified teachers and places teachers based on student data and student academic needs. Dr. Johnson and her administrative team, coach teachers using Marzano best practices and meet weekly to analyze and make decisions based on student data. The administrative team makes daily visits to classrooms to assist teachers and give feedback. Professional Development is available on two Wednesdays per month and weekly through PLC data meetings. Ongoing feedback through the Marzano Teacher Assessment tool allows for personal growth and development. New teachers to the school have a support system through their assigned faculty mentor and their academic team. New teachers to the profession have an on-campus mentor and meet monthly with the CRT to discuss best practices.

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

Doris Sanchez, the CRT, is the leader for the teacher mentoring program. Any teacher new to the school is given a mentor specifically to orient them on working with student needs through student data. Teachers who are new to the profession are paired with highly effective teachers in the same grade or department. Teachers in need of support are paired with highly effective teachers as well as the Curriculum Resource Teacher and Reading Coach. All grade-level teachers have 45 minutes of common planning five mornings per week and a 45 minute common planning time for each grade level daily during Specials time. Weekly PLC meetings provide additional time to discuss best practices and to analyze student data. The Curriculum Resource Teacher, Reading Coach, Math Coach, MTSS Coach, Principal and the Assistant Principal are available to teach classes if a beginning teacher or struggling teacher wants to observe a lesson, or if the mentor wants to observe their partner to give them actionable feedback.

## **E. Ambitious Instruction and Learning**

## 1. Instructional Programs and Strategies

### a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. Administration, coaches, and teachers work together using the district's Scope and Sequence, Curriculum Resource Materials, test item specifications, and state standards to create learning goals and targets that meet the depth and complexity of the standards. All schools are expected to utilize the standards-based resources during daily instruction.

### b. Instructional Strategies

#### **1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

Each academic team meets weekly to discuss the results of student data through PLCs, based on formal evaluations, student data and classroom feedback. Each teacher uses the OCPS District ELA Plan and rotational model during the 120-minute ELA block for direct instruction and center work. Center work is based on student data and the standard for which the lesson plan calls. Learning centers are expected to have three-to-four levels of materials in each area, in order to meet the needs of the low proficiency students as well as adding rigor for students that are functioning on a higher level. Students with an IEP receive academic services based on their IEP goals at least two times per week, in addition to ESE teachers providing services in the classrooms through facilitative instruction. Students in Tier II of the MTSS process receive interventions four times per week outside of the ELA block from their teacher. Students needing support in Tier III meet with a learning coach four times per week for intensive interventions. Our MTSS Coach and Staffing Specialist work with teachers to ensure that they are utilizing the Best Practices for Inclusive Education (BPIE). They work closely with teachers to help determine the needs of students and identify strategies which will be incorporated into Tier II and Tier III intervention meeting times. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS). Pull-out intervention programs are using the i-Ready program, Corrective Reading Early Intervention in Reading and Imagine Learning programs. The math intervention is through the use of the i-Ready program. All interventions used are research based and help students receive remediation that meets their specific grade level standards.

#### **2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy: After School Program**

**Minutes added to school year: 7,500**

Students in the lowest 25% or those that are below proficiency based on district and state assessments in ELA and Math, will receive tutoring before and/or after the school day four days per week. Math tutoring is offered for one hour each Monday afternoon and Wednesday morning and ELA tutoring is offered for one hour each Tuesday and Thursday. Students will also be invited to participate in the Saturday tutoring program that is offered twice a month and focuses both on ELA and Math. The tutoring is specific to the needs of each child and will be in the form of small group instruction. Students receive tutoring based on the MTSS intervention plan or IEP goals. Students enrolled in the Dramatic Education afterschool program receive additional ELA and Math support through i-Ready four times per week.

**Strategy Rationale**

Tutoring in specific areas of student weakness and academic need enhances the classroom standards being taught. The small group instruction allows for individual attention for the child, in order to help them understand and successfully use the standard. The small group instruction provides an opportunity for students to build a relationship with a supportive adult other than their homeroom teacher, as well as provide a different delivery of the information.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Walsh, Carolyn , carolyn.walsh@ocps.net

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

Data will be collected from the previous year, the fall DRA, i-Ready diagnostic tests, and from teacher curriculum assessments. In addition, data from the previous year benchmark tests, DRA and i-Ready assessments will determine the lowest 25% in ELA and Math in grades 3, 4, and 5.

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

**1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

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

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

Parent Conference Night will be held after the first report card (October) for all students to detail areas of strengths and weaknesses and to provide parents with specific strategies to work outside of school on the areas of academic weakness. Teachers will monitor student readiness through district and state assessments and teacher curriculum assessments. Information will be provided to parents through continuous and ongoing parent conferences and weekly written reports. Teachers will keep charts on each child for academic growth. PLC meetings will be held weekly to analyze student data and trends as well as to share best practices and strategies. Parents will then be informed of best practices and strategies to use at home through Casey's Family Academy nights.

## **b. College and Career Readiness**

### **1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Castle Creek promotes academic and career planning through the Destination College program in core and Specials classes. In addition, the school infuses the Orange County Public Schools "Green School Initiative" in all phases of the school day. Through the Green School activities, the school has a "Teach-In" day dedicated to careers in environmental studies, health/nutrition and alternative forms of energy. The school will provide guest speakers from various universities, colleges, non-profit organizations and career fields that focus on air quality, water conservation, energy conservation, solar energy and environmental conservation and recycling/repurposing of trash and household items. Field trips are tied into core curriculum, college and career opportunities and the "Green School" initiative. The faculty, staff and students participate in "College Day" each week by wearing the T-shirt or jersey of their favorite college or university on Friday. Teachers also post signs outside of their classrooms indicating that they are a proud graduate of their alumni. All fifth grade students will attend a field trip to Mid-Florida Technical Center during the Fall. Castle Creek is partnering with East River High School and the Avalon OPCS Technical College to help promote goal setting for students and families through an academic plan.

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

Castle Creek incorporates the Destination College program. The Specials' rotations incorporate career education through Art, Drama, Music and Physical Education. Every child is in the Specials rotation to ensure that all students receive career information. The school offers a 4-H club after school that provides opportunities to learn about career and technical education programs through conservation activities and the study of soil and food production. The K-Kids club, sponsored by the local Kiwanis Club, offers after-school activities and career information in energy conservation. Career and technical education is incorporated through our Fine Arts program, which includes Art Interns, Casey's Chorus, Dragon Drummers, Drama Dragons, Dramatic Education and Dragon Dancers. Additional club activities include Health Dragons, Girls on the Run, Chess Club, Chess Club Jr., Robotics, Robotics Interns (K-2), Mathletes and an Elementary National Honor Society. CCES is also partnering with East River High School's fine arts program to allow our students to work on a larger stage and gain experience with lighting, stage direction and sound systems through the production of Holidays From the Castle and Arts From the Castle events. CCES has added a drama special area rotation that allows students to write, edit and film commercials promoting the Green School Initiative that will be shown throughout the school day and on announcements. Parents and students will take a field trip to an OPCS Technical College to tour their campus and learn about evening and daytime opportunities for their future. The University of Florida agricultural department is providing raised vegetable gardens and an agricultural curriculum to teach fourth grade students about food and nutrition, gardening and agriculture in Florida's climate.

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

Castle Creek incorporates career and technical education through the integration of computer learning in each classroom. Every classroom is equipped with at least four computers and the school has two computer labs and two computer lab carts on wheels to ensure that students have continuous opportunities to integrate technical learning through core subjects. Castle Creek is a "Project Lead the Way" school, which integrates STEM activities through all core subjects. "Project Lead the Way" is offered in two classes in grades 1-5, and enrichment using STEM has doubled the number of students involved through the use of FBS/Enrichment time. CCES also has a team of STEM teachers who have built a STEM center in the school's lobby to allow classes to participate in real world problem solving using math and science Florida State standards. The OCPS "Green School Initiative" provides non-fiction reading materials in all core subjects, with information available in animal habitats, air quality, recycling/repurposing, personal safety, food and nutrition, and healthy living and exercise. Two business partners contributed funds to the school to create two reading corners in the lobby, and books available in the reading corners reflect the "Green School Initiative" subjects and career opportunities through "Green School."

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

Castle Creek Elementary utilizes tutoring to scaffold the learning for students who are not on grade level in reading and math. We are also partnering with East River High School in robotics, tutoring, and fine arts to promote high school graduation and support the future East River graduation rate. Castle Creek partners with the University of Central Florida Robotics club to offer support and guidance to Castle Creek's Robotics club.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

*No files were uploaded*

#### 2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

### C. Strategic Goals

## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness)
- G2.** Increase the ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Accelerate Student Performance)
- G3.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance)

## Strategic Goals Detail

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

**G1. Increase ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness) 1a**

G095293

**Targets Supported 1b**

Indicator	Annual Target
ELA/Reading Gains	100.0
Math Gains	100.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of enrichment opportunities for students in the top 25%

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Drama has been added to the Special Area rotation with a focus on enrichment opportunities for students in grades 1-5.
- Teachers will plan two times a week with an instructional coach to create and implement standards based instruction and differentiation for all levels of students including those in the top 25%
- Gifted Committee members will host professional development opportunities quarterly

**Plan to Monitor Progress Toward G1. 8**

Formative assessments, iReady data, and student Academic Notebooks will be used to monitor the progress toward meeting the goal.

**Person Responsible**

Monica Johnson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

i-Ready, academic notebook samples and formative assessments will be used to monitor targeted student data.

**G2. Increase the ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Accelerate Student Performance) 1a**

G095294

**Targets Supported 1b**

Indicator	Annual Target
Math Lowest 25% Gains	100.0
ELA/Reading Lowest 25% Gains	100.0

**Targeted Barriers to Achieving the Goal 3**

- Teachers will need additional support with delivering differentiated small group Tier II instruction to those students in the MTSS process and those students in the lowest 25%.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- The School has streamlined the MTSS process for teachers and has added an MTSS coach to offer support.
- Professional development through CCPh.D and Marzano Best Practices will be available monthly to address scaffolding and differentiating instruction to address individual student needs.
- Two additional instructional teachers will push into classrooms for half of their day to offer support to those students in the lowest 25%.

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

Teachers will meet with the MTSS coach and instructional coaches weekly during PLC meetings to discuss student data and create intervention plans based on the needs of the students in the lowest 25%.

**Person Responsible**

Carolyn Walsh

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Student i-Ready data, coaching feedback data, Literacy Committee data will be used as evidence.

**G3. Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1a**

G095295

**Targets Supported 1b**

Indicator	Annual Target
FSA Mathematics Achievement	70.0
FCAT 2.0 Science Proficiency	70.0
FSA ELA Achievement	70.0

**Targeted Barriers to Achieving the Goal 3**

- Lack of progress monitoring using formative assessment tools to plan for intervention and differentiation.

**Resources Available to Help Reduce or Eliminate the Barriers 2**

- Teachers meet in PLC groups at least one time per week to plan using the deconstructed standards and focus calendar to create lessons that scaffold content to address the depth of the standard.
- Use of common formative assessments guide teachers to make data-driven decisions to increase rigor and to address individual needs of all students.
- The school has added a full time Math and Science coach to support teachers with planning and implementing standards based instruction in Math and Science.

**Plan to Monitor Progress Toward G3. 8**

i-Ready data in grades K - 5, P-SELL data, DRA, 3rd Grade Student Portfolio Assessments will be monitored for specific targets throughout the school year.

**Person Responsible**

Maria Camacho Moody

**Schedule**

Weekly, from 8/14/2017 to 8/30/2018

**Evidence of Completion**

Teachers will upload and discuss student data weekly during PLC data meetings.

## 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 ELA and Mathematics learning gains in the top 25%. (Division Priority: Ensure Career and College Readiness) **1**

 G095293

**G1.B1** Lack of enrichment opportunities for students in the top 25% **2**

 B256515

**G1.B1.S1** Teachers will meet with instructional coaches weekly to plan and implement enrichment activities for all students. **4**

 S271286

### Strategy Rationale

All students will be exposed to DOK level 4 activities aligned with the standards for all subjects.

### Action Step 1 **5**

Teachers and coaches will meet weekly to plan for DOK level 4 enrichment activities for all subjects.

#### Person Responsible

Maria Camacho Moody

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Weekly PLC meeting notes and teachers' individualized lesson plans will be uploaded as evidence.

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

Classroom walkthroughs will be conducted to ensure students are being exposed to DOK level 4 enrichment activities.

**Person Responsible**

Monica Johnson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Actionable feedback in I-Observation, specifically under element 17, Engaging Students in Cognitively Complex Tasks, will be coded and collected as part of evidence for monitoring for fidelity.

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

Based on observations and feedback in Marzano coaches will support teachers through professional development focusing on planning and implementing enrichment in daily lessons.

**Person Responsible**

Monica Johnson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Observations and teacher feedback collected in i-Observation will be utilized to monitor effectiveness as well as sign-in sheets and professional development agendas.

**G1.B1.S2** Before and after school clubs including Robotics interns, Science Olympiads, Chess, Chess Jr. and Mathletes have been added. 4

S271287

### **Strategy Rationale**

The clubs will increase the amount of enrichment opportunities for all students.

### **Action Step 1 5**

Students will be able to meet weekly during clubs and activities to increase enrichment opportunities.

#### **Person Responsible**

Monica Johnson

#### **Schedule**

Weekly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Targeted student attendance in clubs and activities.

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

The before and after school club leaders will upload their lesson plans and club goals to ensure that all students involved are receiving additional enrichment opportunities.

#### **Person Responsible**

Monica Johnson

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Targeted i-Ready student data and correlating attendance in clubs and activities will be monitored for growth as evidence.

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

Clubs are inclusive to all students in grades 1-5 to increase enrichment opportunities for all students.

**Person Responsible**

Monica Johnson

**Schedule**

On 5/30/2018

**Evidence of Completion**

Subgroup populations within all clubs will be monitored to ensure enrichment opportunities are reaching targeted students.

**G2.** Increase the ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Accelerate Student Performance) 1

G095294

**G2.B3** Teachers will need additional support with delivering differentiated small group Tier II instruction to those students in the MTSS process and those students in the lowest 25%. 2

B256520

**G2.B3.S1** CCES has a full time MTSS coach who will attend weekly PLC meetings with all grade levels to analyze and discuss student data and trends. 4

S271288

**Strategy Rationale**

The MTSS coach will help teachers analyze the student data and plan for enrichment/intervention strategies to help target individual student needs.

**Action Step 1 5**

The MTSS coach will provide best practices to teachers at weekly PLC and common planning meetings to address the needs of students in the lowest 25% in grades K - 5, using Marzano library videos and tools.

**Person Responsible**

Sarah Northway

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Weekly sign-in sheets are collected for PLC meetings and common planning sessions.

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

The MTSS coach will conduct classroom visits to track identified Tier II and III students in the lowest 25% to ensure that MTSS plans address the specific needs of the students and that plans are fluid to fit student's changing academic needs.

**Person Responsible**

Sarah Northway

**Schedule**

Weekly, from 8/21/2017 to 8/21/2017

***Evidence of Completion***

Individual student MTSS plans and teacher lesson plans will be collected as evidence of monitoring the strategy.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The MTSS coach will monitor all student plans through classroom visits to ensure that teachers are using the plans and implementing student activities as per individual student academic needs.

**Person Responsible**

Sarah Northway

**Schedule**

Weekly, from 8/21/2017 to 5/30/2018

***Evidence of Completion***

Student data tracking sheets completed by the teachers will be monitored at PLC meetings, and uploaded to the school Sharepoint collaboration site to be monitored by the administrative team.

**G2.B3.S2** Two additional instructional teachers who are certified will push into classrooms to support classroom teachers and deliver differentiated small group instruction to those students in the lowest 25%. 4

S271289

### **Strategy Rationale**

Students in the lowest 25% will receive additional support through the use of differentiated small group instruction.

### **Action Step 1** 5

Two additional certified teachers will push into classrooms to support students in the lowest 25% by delivering differentiated small group instruction in both ELA and Math.

#### **Person Responsible**

Monica Johnson

#### **Schedule**

Daily, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

The support teachers will be collaborating with homeroom teachers during PLC meetings to discuss student data and plan for small group differentiated instruction. Student data tracking sheets, lesson plans, and classroom visits will be used as evidence of the completion of this activity.

### **Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Homeroom teachers and the support teachers will upload data to school's data tracker to monitor student growth for those students in the lowest 25%.

#### **Person Responsible**

Sarah Northway

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Teachers will also have individualized monthly data meetings with the MTSS coach and support teachers to ensure that data is being collected and utilized to target those students in the lowest 25% and share instructional best practices during intervention and the MTSS process.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

The MTSS coach, instructional coaches, and support teachers will collaborate with teachers to target students in the lowest 25% and then create individualized student growth and monitoring plans based on student needs.

**Person Responsible**

Sarah Northway

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Teachers will have individual data meetings with the MTSS coach to review their student data, address individual needs and monitor students' personalized MTSS plans.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

The MTSS coach, instructional coaches, and teachers will collaborate with the creation, implementation, and monitoring of students in the lowest 25%.

**Person Responsible**

Sarah Northway

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Teachers will update their students' individualized plans on the school's shared collaborative site, during weekly PLC meetings and individualized monthly data meetings with the MTSS coach, instructional coaches and administration.

**G2.B3.S3** Castle Creek has created a Literacy Committee that includes classroom teachers and instructional coaches who will attend District PLC meetings to share best practices with a focus on ELA.

4

S271290

### **Strategy Rationale**

Literacy Committee team members will offer professional development monthly to teachers focusing on ELA standards based instruction and best practices.

### **Action Step 1 5**

Teachers in the Literacy Committee will attend monthly DPLC meetings and will then offer professional development to teachers at Castle Creek to share the ELA instructional best practices shared at DPLC meetings.

#### **Person Responsible**

Carolyn Walsh

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Literacy Committee members will create and upload professional development documents and agendas for meetings. Sign-in sheets at professional development meetings will also be used as evidence.

### **Plan to Monitor Fidelity of Implementation of G2.B3.S3 6**

Literacy Committee Members will upload a professional development plan to include topics discussed and shared at their monthly DPLC meetings.

#### **Person Responsible**

Carolyn Walsh

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

#### **Evidence of Completion**

Professional development agendas, sign-in sheets, and exit slips will be used as part of evidence of this implementation.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7**

Literacy Committee and DPLC members will be able to visit classrooms to ensure that best practices and shared strategies are being used correctly and with fidelity.

**Person Responsible**

Monica Johnson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Literacy Committee members will share and discuss observations of the use of strategies and best practices.

**G3.** Increase ELA, Mathematics and Science proficiency in all subgroups. (Division Priority: Accelerate Student Performance) 1

G095295

**G3.B5** Lack of progress monitoring using formative assessment tools to plan for intervention and differentiation. 2

B256525

**G3.B5.S1** Coaches will offer support to teachers in the implementation of the new District progress monitoring tools. 4

S271293

### Strategy Rationale

Teachers will be able to determine when students have reached mastery of the standards or identify gaps in learning.

### Action Step 1 5

Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning targets for each unit.

#### Person Responsible

Maria Camacho Moody

#### Schedule

On 5/30/2018

#### Evidence of Completion

Teachers will upload weekly PLC and common planning notes to the school's Sharepoint.

### Action Step 2 5

Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning targets for each unit.

#### Person Responsible

Maria Camacho Moody

#### Schedule

On 5/30/2018

#### Evidence of Completion

Teachers will upload weekly PLC and common planning notes to the school's Sharepoint.

**Plan to Monitor Fidelity of Implementation of G3.B5.S1** 6

Classroom walkthroughs will be conducted to ensure that teachers are utilizing the progress monitoring tools.

**Person Responsible**

Monica Johnson

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Progress monitoring tools will be observed and recorded through the Marzano coaching tool to ensure fidelity and implementation.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S1** 7

Coaches will model the use of progress monitoring tools based on need and the observations recorded during classroom walkthroughs.

**Person Responsible**

Monica Johnson

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Lesson plans and student formative data will be collected to ensure that progress monitoring tools are being planned and implemented effectively.

**G3.B5.S2** Teachers will use the progress monitoring tool data to plan differentiated instruction for all students. 4

S271294

### Strategy Rationale

Teachers will have an understanding of student learning and will be able to plan for instruction based on student needs.

### Action Step 1 5

Teachers will work with instructional coaches to utilize data from the progress monitoring tool to plan intervention and enrichment opportunities based on student need.

#### Person Responsible

Maria Camacho Moody

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Teachers will upload PLC data meeting notes, lesson plans and progress monitoring data tracking sheets weekly to the school's SharePoint.

### Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Coaches and administration will conduct classroom walkthroughs to ensure lessons planned are being delivered with fidelity.

#### Person Responsible

Nicole Herber

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Observations and actionable feedback recorded in the Marzano Coaching Tool will be utilized as evidence to monitor for fidelity.

**Plan to Monitor Effectiveness of Implementation of G3.B5.S2 7**

Weekly PLC meetings will be conducted to support the effectiveness of the progress monitoring tool and to create unit intervention and enrichment lesson plans.

**Person Responsible**

Nicole Herber

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Weekly PLC meeting notes and lesson plans will be uploaded as evidence and to monitor for effectiveness.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G2.B3.S1.MA1 M388717	The MTSS coach will conduct classroom visits to track identified Tier II and III students in the...	Northway , Sarah	8/21/2017	Individual student MTSS plans and teacher lesson plans will be collected as evidence of monitoring the strategy.	8/21/2017 weekly
G3.B5.S1.A2 A363672	Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning...	Camacho Moody, Maria	8/14/2017	Teachers will upload weekly PLC and common planning notes to the school's Sharepoint.	5/30/2018 one-time
G2.B3.S3.A1 A363668	Teachers in the Literacy Committee will attend monthly DPLC meetings and will then offer...	Walsh, Carolyn	8/14/2017	Literacy Committee members will create and upload professional development documents and agendas for meetings. Sign-in sheets at professional development meetings will also be used as evidence.	5/30/2018 monthly
G1.B1.S1.MA1 M388711	Based on observations and feedback in Marzano coaches will support teachers through professional...	Johnson, Monica	8/14/2017	Observations and teacher feedback collected in i-Observation will be utilized to monitor effectiveness as well as sign-in sheets and professional development agendas.	5/30/2018 monthly
G1.B1.S1.MA1 M388712	Classroom walkthroughs will be conducted to ensure students are being exposed to DOK level 4...	Johnson, Monica	8/14/2017	Actionable feedback in I-Observation, specifically under element 17, Engaging Students in Cognitively Complex Tasks, will be coded and collected as part of evidence for monitoring for fidelity.	5/30/2018 weekly
G1.B1.S1.A1 A363664	Teachers and coaches will meet weekly to plan for DOK level 4 enrichment activities for all...	Camacho Moody, Maria	8/14/2017	Weekly PLC meeting notes and teachers' individualized lesson plans will be uploaded as evidence.	5/30/2018 weekly
G2.B3.S1.MA1 M388716	The MTSS coach will monitor all student plans through classroom visits to ensure that teachers are...	Northway , Sarah	8/21/2017	Student data tracking sheets completed by the teachers will be monitored at PLC meetings, and uploaded to the school Sharepoint collaboration site to be monitored by the administrative team.	5/30/2018 weekly
G1.MA1 M388715	Formative assessments, iReady data, and student Academic Notebooks will be used to monitor the...	Johnson, Monica	8/14/2017	i-Ready, academic notebook samples and formative assessments will be used to monitor targeted student data.	5/30/2018 weekly
G2.B3.S1.A1 A363666	The MTSS coach will provide best practices to teachers at weekly PLC and common planning meetings...	Northway , Sarah	8/14/2017	Weekly sign-in sheets are collected for PLC meetings and common planning sessions.	5/30/2018 weekly
G3.B5.S1.MA1 M388729	Coaches will model the use of progress monitoring tools based on need and the observations recorded...	Johnson, Monica	8/14/2017	Lesson plans and student formative data will be collected to ensure that progress monitoring tools are being planned and implemented effectively.	5/30/2018 monthly
G3.B5.S1.MA1 M388730	Classroom walkthroughs will be conducted to ensure that teachers are utilizing the progress...	Johnson, Monica	8/14/2017	Progress monitoring tools will be observed and recorded through the Marzano coaching tool to ensure fidelity and implementation.	5/30/2018 weekly
G3.B5.S1.A1 A363671	Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning...	Camacho Moody, Maria	8/14/2017	Teachers will upload weekly PLC and common planning notes to the school's Sharepoint.	5/30/2018 one-time
G2.MA1 M388723	Teachers will meet with the MTSS coach and instructional coaches weekly during PLC meetings to...	Walsh, Carolyn	8/14/2017	Student i-Ready data, coaching feedback data, Literacy Committee data will be used as evidence.	5/30/2018 weekly
G2.B3.S3.MA1 M388722	Literacy Committee Members will upload a professional development plan to include topics discussed...	Walsh, Carolyn	8/14/2017	Professional development agendas, sign-in sheets, and exit slips will be used as part of evidence of this implementation.	5/30/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 M388714	The before and after school club leaders will upload their lesson plans and club goals to ensure...	Johnson, Monica	8/14/2017	Targeted i-Ready student data and correlating attendance in clubs and activities will be monitored for growth as evidence.	5/30/2018 monthly
G1.B1.S2.A1 A363665	Students will be able to meet weekly during clubs and activities to increase enrichment...	Johnson, Monica	8/14/2017	Targeted student attendance in clubs and activities.	5/30/2018 weekly
G2.B3.S2.MA1 M388718	The MTSS coach, instructional coaches, and support teachers will collaborate with teachers to...	Northway , Sarah	8/14/2017	Teachers will have individual data meetings with the MTSS coach to review their student data, address individual needs and monitor students' personalized MTSS plans.	5/30/2018 monthly
G2.B3.S2.MA3 M388719	The MTSS coach, instructional coaches, and teachers will collaborate with the creation,...	Northway , Sarah	8/14/2017	Teachers will update their students' individualized plans on the school's shared collaborative site, during weekly PLC meetings and individualized monthly data meetings with the MTSS coach, instructional coaches and administration.	5/30/2018 weekly
G2.B3.S2.MA1 M388720	Homeroom teachers and the support teachers will upload data to school's data tracker to monitor...	Northway , Sarah	8/14/2017	Teachers will also have individualized monthly data meetings with the MTSS coach and support teachers to ensure that data is being collected and utilized to target those students in the lowest 25% and share instructional best practices during intervention and the MTSS process.	5/30/2018 monthly
G2.B3.S2.A1 A363667	Two additional certified teachers will push into classrooms to support students in the lowest 25%...	Johnson, Monica	8/14/2017	The support teachers will be collaborating with homeroom teachers during PLC meetings to discuss student data and plan for small group differentiated instruction. Student data tracking sheets, lesson plans, and classroom visits will be used as evidence of the completion of this activity.	5/30/2018 daily
G3.B5.S2.MA1 M388731	Weekly PLC meetings will be conducted to support the effectiveness of the progress monitoring tool...	Herber, Nicole	8/14/2017	Weekly PLC meeting notes and lesson plans will be uploaded as evidence and to monitor for effectiveness.	5/30/2018 weekly
G3.B5.S2.MA1 M388732	Coaches and administration will conduct classroom walkthroughs to ensure lessons planned are being...	Herber, Nicole	8/14/2017	Observations and actionable feedback recorded in the Marzano Coaching Tool will be utilized as evidence to monitor for fidelity.	5/30/2018 monthly
G3.B5.S2.A1 A363673	Teachers will work with instructional coaches to utilize data from the progress monitoring tool to...	Camacho Moody, Maria	8/14/2017	Teachers will upload PLC data meeting notes, lesson plans and progress monitoring data tracking sheets weekly to the school's SharePoint.	5/30/2018 weekly
G2.B3.S3.MA1 M388721	Literacy Committee and DPLC members will be able to visit classrooms to ensure that best practices...	Johnson, Monica	8/14/2017	Literacy Committee members will share and discuss observations of the use of strategies and best practices.	5/30/2018 monthly
G1.B1.S2.MA1 M388713	Clubs are inclusive to all students in grades 1-5 to increase enrichment opportunities for all...	Johnson, Monica	8/14/2017	Subgroup populations within all clubs will be monitored to ensure enrichment opportunities are reaching targeted students.	5/30/2018 one-time
G3.MA1 M388733	i-Ready data in grades K - 5, P-SELL data, DRA, 3rd Grade Student Portfolio Assessments will be...	Camacho Moody, Maria	8/14/2017	Teachers will upload and discuss student data weekly during PLC data meetings.	8/30/2018 weekly

## V. Professional Development Opportunities

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

**G2.** Increase the ELA and Mathematics learning gains in the lowest 25%. (Division Priority: Accelerate Student Performance)

**G2.B3** Teachers will need additional support with delivering differentiated small group Tier II instruction to those students in the MTSS process and those students in the lowest 25%.

**G2.B3.S1** CCES has a full time MTSS coach who will attend weekly PLC meetings with all grade levels to analyze and discuss student data and trends.

### PD Opportunity 1

The MTSS coach will provide best practices to teachers at weekly PLC and common planning meetings to address the needs of students in the lowest 25% in grades K - 5, using Marzano library videos and tools.

#### Facilitator

Sarah Northway

#### Participants

All grade-level homeroom teachers.

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

**G2.B3.S3** Castle Creek has created a Literacy Committee that includes classroom teachers and instructional coaches who will attend District PLC meetings to share best practices with a focus on ELA.

### PD Opportunity 1

Teachers in the Literacy Committee will attend monthly DPLC meetings and will then offer professional development to teachers at Castle Creek to share the ELA instructional best practices shared at DPLC meetings.

#### Facilitator

Carolyn Walsh

#### Participants

All instructional staff at Castle Creek

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teachers and coaches will meet weekly to plan for DOK level 4 enrichment activities for all subjects.				\$0.00
2	G1.B1.S2.A1	Students will be able to meet weekly during clubs and activities to increase enrichment opportunities.				\$0.00
3	G2.B3.S1.A1	The MTSS coach will provide best practices to teachers at weekly PLC and common planning meetings to address the needs of students in the lowest 25% in grades K - 5, using Marzano library videos and tools.				\$0.00
4	G2.B3.S2.A1	Two additional certified teachers will push into classrooms to support students in the lowest 25% by delivering differentiated small group instruction in both ELA and Math.				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	120-Classroom Teachers	1612 - Castle Creek Elementary	General Fund		\$65,000.00
5	G2.B3.S3.A1	Teachers in the Literacy Committee will attend monthly DPLC meetings and will then offer professional development to teachers at Castle Creek to share the ELA instructional best practices shared at DPLC meetings.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	140-Substitute Teachers	1612 - Castle Creek Elementary	General Fund		\$2,500.00
6	G3.B5.S1.A1	Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning targets for each unit.				\$0.00
7	G3.B5.S1.A2	Coaches will meet with teachers weekly to ensure progress monitoring tools address planned learning targets for each unit.				\$0.00
8	G3.B5.S2.A1	Teachers will work with instructional coaches to utilize data from the progress monitoring tool to plan intervention and enrichment opportunities based on student need.				\$0.00
					<b>Total:</b>	<b>\$67,500.00</b>