

Orange County Public Schools

Hunters Creek Elementary



2017-18 Schoolwide Improvement Plan

Hunters Creek Elementary

4650 TOWN CENTER BLVD, Orlando, FL 32837

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

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	59%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

**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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	30

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 Hunters Creek Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 communities

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.

At the beginning of the year, all teachers have a classroom assignment where students share their families' cultures with a "Share and Discuss" activity. As schoolwide events, we host Multicultural Day and Heritage Night.

During Multicultural Day, student ambassadors share cultural relevant information to students. Both events recognize and celebrate the different cultures that are represented through the families at our school by having a living museum that displays artifacts from the different countries that represent our school's population. The Heritage Night event allows families to share their cultures' foods, music, and authentic dress.

We will continue culturally responsive instructional training to our faculty. The training builds the capacity of teachers to be able to incorporate cultural responsive strategies when appropriate to make learning meaningful for all our students.

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

At Hunter's Creek Elementary we focus on building character traits by presenting Words of Wisdom through our PAW TV.

We will also provide Public Service Announcements through PAW TV that demonstrate appropriate behaviors and procedures throughout the school.

Every classroom participates in the Learning for Life program as well as hosting frequent class meetings to discuss desired behavior. We conduct monthly Future Leader Award celebrations that showcase students with exemplary effort for the character trait of the month. We will continue the implementation of CHAMPS, a school-wide positive behavior program that provides students with clear directions for behavior and expectations in multiple settings. Our counselor also visits classrooms to discuss differences among students while teaching our children how to respect each other.

Positiviti Junior is an anti-bullying and leadership group that meets biweekly to learn all about character building and helping others through fun activities, crafts, and discussions.

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.

Through our Learning for Life lessons, we have created a culture where behavior is handled through our counseling and mentoring process. For the 2017-2018 school year, we are continuing with CHAMPS as a positive way to set clear expectations and common language for all students and teachers at all times.

We will continue to provide all teachers with CHAMPS training and support new teachers with the implementation of CHAMPS in their classrooms.

Students who have shown a need for a more structured plan will continue to be referred through the Multi-tiered System of Support (MTSS) behavior process.

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.

Through our Multi-tiered System of Support (MTSS) process we address academic and social needs based on teacher recommendations. For social-emotional concerns, we have a guidance counselor who provides individual, small group and focus group intervention. The school guidance counselor coordinates services for students through The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET), if the school cannot offer the proper support service. Our Curriculum Compliance Teacher (CCT)/Staffing Specialist will provide any additional services that may impact our English Language Learners (ELLs) and Exceptional Student Education (ESE) students. For example, our ESE students have social skills embedded in their Individualized Education Program (IEP) to address classroom behaviors.

Fifth grade Language Ambassadors will be trained and utilized to greet, inform and mentor new ELL students to our school.

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.

The administrative team, along with the office staff, works diligently to review weekly data on attendance, discipline and the MTSS process. The team focuses on student attendance with multiple tardies and/or absences. These students receive a home visit from our social worker or administration to ensure that they are within our zone and that there is a legitimate reason for their tardies or absences before we proceed with a truancy case. In addition at the beginning of the year, our core team identified our Level 1 students and placed them in Tier II or III interventions and tutoring groups. Our discipline team reviews referrals trends monthly and addresses the behaviors with counseling, mentoring, discipline or tiered interventions and possible solutions.

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	0	0	0	1	2	4	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	2	3	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	0	3	10	0	0	0	0	0	0	0	13

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	0	0	0	1	5	10	0	0	0	0	0	0	0	16

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

1. Tutoring - math and reading groups
2. Reading Intervention - Primary with Mrs. Bowers
3. MTSS - tiered systems of supports for students
4. Social Worker referral
5. Parent conferences
6. Small group and focus group counseling
7. Portfolios for at-risk third grade students
8. FBS – 30/45 minutes, daily intervention time for enrichment or remediation
9. i-Ready for math/reading intervention - self-paced, web-based program
10. CHAMPS - positive behavior support program
11. Saturday School (Reading, Math, Science)
12. Summer ELL Camp

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?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Parents at Hunter's Creek Elementary are involved and attend many of our school events. The Parent Teacher Association (PTA) is active and hosts several events throughout the year as well as partnering with the school during Meet the Teacher, Open House, and curriculum events each year. In addition, the school hosts a Parent Conference Night, a musical concert for each grade level, and a Multicultural Fair in the spring. Our ADDitions program is active and we logged over 6,000 volunteer

hours last year. Our target for the 2017-18 school year is to maintain our high level of parental involvement.

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.

Our Partners in Education (PIE) program, which is coordinated by school staff and parent volunteers, builds and sustains partnerships by learning about our local businesses and their relationship to our school. In addition, local businesses are invited to participate in our Open House, Meet the Teacher and other community events through our PTA connections. School-based projects, such as Career Day and service projects provide opportunities for larger companies to donate and participate in our school. Finally, our expansive student after-school programs provide parents the opportunity to interact with surrounding businesses while our school and students benefit with learning new talents and skills.

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
Urdaneta, Fresia	Principal
Patterson, Ellen	Instructional Coach
DePriest, Christie	Instructional Coach
Wilson, Michael	Assistant Principal
Villaverde, Nicole	Instructional Coach
Useche, Ana	Other
Huertas, Zaida	Guidance Counselor

b. Duties

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

a. Administration: Provide effective leadership for all staff and students, help analyze data, coach and conduct classroom walkthroughs to maintain effective classroom instruction, ensure a positive commitment to all students and staff, provide feedback and suggestions for intervention ideas and be an active member of the MTSS leadership team

b. Curriculum Resource Teacher (CRT): Act as member of the MTSS leadership team, provide feedback, suggestions, and resource materials for any intervention plans that are developed for students, conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction, facilitate Professional Learning Community (PLC) common planning and lead grade levels in the common planning process

c. Curriculum Compliance Teacher (CCT): Act as member of MTSS leadership team, help cross-reference students needing the MTSS process and/or English for Speakers of Other Languages (ESOL) strategies depending on the Limited English Proficiency (LEP) status of the student, provide feedback and suggestions for intervention strategies, provide Sheltered Instruction Observation Protocol (SIOP) training and strategies for teachers to implement in the classroom, conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction, facilitate PLC common planning, and lead grade levels in the common planning process

- d. Guidance Counselor: Acts as a member of the MTSS leadership team, conduct meetings with individual classroom teachers who have identified students needing MTSS process, help identify students for MTSS process through analysis of data, help deliver resources to teachers needing intervention materials, and lead small group instruction for students with behavior and social skills
- e. Instructional Support Staff: Act as members of MTSS leadership team, help analyze data, provide necessary documentation materials (charts, graphs, etc.), provide feedback and suggestions on appropriate intervention ideas for students, provide Tier III system of support for classroom teacher if necessary, facilitate PLC common planning and lead grade levels in the common planning process, and conduct classroom walkthroughs to provide feedback to ensure effective classroom instruction
- f. Team Leaders for grade levels: Analyze data, provide structured intervention strategies for students who are receiving MTSS, provide feedback, encouragement, and ideas for other team members, and help lead common planning process for grade levels
- g. Special Area Team: Provide suggestions and feedback regarding students who are receiving MTSS and provide Tier III system of support when necessary
- h. Staffing Specialist: Act as facilitator of MTSS leadership team, analyze data, provide input on strategies, give suggestions and feedback on interventions for students, hold weekly meetings for MTSS leadership team to provide updates on student statuses, review progress, deliver new information learned about process, receive weekly documentation from classroom teachers on students with interventions, review weekly documentation, set up follow-up meetings with teachers to review new data and discuss implementation of intervention program, and ensure all IEP documentation and accommodations are in compliance
- i. ESE Team: Provide Tier III system of support when necessary, members of the MTSS leadership team and provide small group accommodations for ESE students

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.

We used previous years' standardized assessments such as Florida Standards Assessments (FSA) and Measures of Academic Progress (MAP) assessments to begin our initial analysis of student placement data. As a school, our continual progress monitoring is completed through the use of school-based common assessments, standards-based assessments, and i-Ready assessments. i-Ready data is analyzed for differentiation of instruction. Fountas and Pinnell (F & P) data is used from the previous school year to initially place students. All grades use school-based standards assessments, grade-level common assessments, and ESOL/ACCESS testing data. FSA data for reading and math (grades three through five) and Florida Comprehensive Assessment Test (FCAT) for fifth-grade science testing results are analyzed in order to address core instruction for small group and individual student needs. In order for all data to be analyzed, the MTSS team including administration, staffing specialist, CRT, guidance counselor, reading specialist, language therapist, ESE teacher, instructional support, and school psychologist, will gather data from all assessments and collaborate with classroom teachers and resource teachers, who have also disseminated data, to create a plan for each child in the lowest 20th quartile.

School Advisory Council (SAC) money will be utilized to fund a reading tutoring program for third through fifth-grade students who scored in the bottom quartile on the FSA or below the 25th percentile on i-Ready for 2016-17 school year for third-grade students. Certified teachers will tutor groups of no more than 10 in 45-minute sessions twice a week after school. This supplemental instruction will strengthen reading skills and strategies for these students, which will result in increased student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Lisa Rivera	Teacher
Fresia E. Urdaneta	Principal
Nicole Villaverde	Education Support Employee
Amanda Kliegl	Parent
Ellen Patterson	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 conducts discussions and reviews the end-of-year data. These discussions lead to solutions and action steps that become part of the SIP. The SAC reviews the plan before and after it is submitted to the state and conducts SIP reviews. For the 2017-18 school year, the SAC voted to use SAC funds to provide tutoring for students in third, fourth, and fifth grade who scored in the bottom 20th percentile on previous years' state assessments.

b. Development of this school improvement plan

The SAC looked at Florida Standards Assessment (FSA) results, Florida Comprehension Assessment Test (FCAT) Science 2.0, and iObservation data to determine school needs. Based on school needs, we developed the SIP goals.

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

The SAC reviews the budget as it pertains to allocations for resources and professional development outlined in the SIP.

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

The SAC funds will be used to support the before and after school tutoring program as needed to Supplemental Academic Instruction (SAI) funds.

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
Patterson, Ellen	Instructional Coach
DePriest, Christie	Instructional Coach
Urdaneta, Fresia	Principal
Villaverde, Nicole	Instructional Coach
Wilson, Michael	Assistant Principal
Useche, Ana	Other

b. Duties

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

The committee wants to involve more students in reading independently and to increase students' capacities to read longer passages. As a school, our goal is to increase students' level of comfort with digital text. We want to motivate even the most reluctant readers to enjoy reading. The LLT will support classroom teachers as they implement reading instruction with an intentional focus on the learning gains of the lowest 30% of students. Teachers will continue to use data from Fountas and Pinnell, i-Ready, and common assessments to triangulate instructional and independent reading level.

During the common planning process, members of the LLT will support grade levels in completing reading plans that are standards-based and support literacy within the school.

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.

We strive to create a collaborative environment where teachers are given allotted, uninterrupted planning time to discuss and dig deeper into planning for their lessons collaboratively. The collaborative planning time takes place during designated special area time. During this time a coach is present to facilitate the grade-level teams through the common planning process. During the summer, teachers were provided with an additional three days of common planning. The staff is afforded professional development opportunities, including grade-level specific training, while also being provided specific attention through the Instructional Coach.

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

We strive to recruit only the most highly qualified teachers by screening resumes from candidates that apply for our open positions. The questions that are asked during the interview are focused on instructional philosophy and knowledge, which gives insights to past teaching experience. After the interviews we also conduct reference checks to ensure the candidate would be a good fit for our school, community, and specific grade level. In order to retain these high quality teachers, we build collegial relationships, maintain a positive school climate, and provide challenging opportunities for growth and leadership through adult learning via Professional Learning Communities (PLCs).

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

We partner first-year teachers with teachers who have multiple years of experience in both the classroom and our school. When possible we also partner new teachers with teachers on his/her

assigned grade level. The teachers work together to conduct lesson planning through the common planning process as well as complete the coaching cycle and observations. The experienced teacher offers support through email and weekly conferences to help with classroom issues, student concerns, and county requirements.

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. 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.

Based on current data analysis, the school determined a need for resources that could address the needs of students in the lowest 25% and in learning gains. We identified a need for a school-wide data point and will continue the use of Fountas and Pinnell as our running record assessment, which includes intervention kits for all grade levels. Intervention reading resources from Curriculum Associates will be purchased for the lowest 25% in grades three through five. The school continued to fund a reading resource teacher for primary grades (K through two) and expanded the program to incorporate more students in kindergarten and second grades. As a school, we also continued with our Title III Spanish paraprofessional, two existing ELL paraprofessionals, a full-time gifted teacher to meet EP requirements, and two ESE paraprofessionals that assist the full-time ESE teacher to meet all needs of students with IEPs. Teachers have been reassigned or added to meet the needs of the grade level.

Before the school year began, the data was analyzed by grade level to understand the instructional needs of each child so that the MTSS process could begin immediately. PLCs were created with a focus on common planning in all grade levels while professional development training opportunities were offered to assist in areas of growth. The data will help the MTSS to remain a fluid process as we use the aforementioned resources to address the needs of our students. "What I need" (WIN) time per grade level (a dedicated intervention period) is discussed during the PLCs so that teachers can address additional needs or provide additional resources to students in their class and grade level. Web-based diagnostic programs, i-Ready for reading and math, which operate at each student's level and assist with independent pacing growth, were also acquired to meet individual needs.

Instructional Coaches will push into the highest priority needed areas based on data analysis.

Administration reviews the data from the previous year to set the focus for the current year while constantly monitoring the MTSS process, formative grade-level assessments and state assessments to ensure every child is receiving the instruction necessary to meet the Florida Standards.

The core leadership team, which consists of the Principal, Assistant Principal, CRT, CCT, Staffing

Specialist, Dual Language Coordinator, Instructional Coaches, and Guidance Counselor meet to review data and speak about individual students. Concerns are then discussed with the individual teacher or grade level via "Kid Talks".

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: Extended School Day

Minutes added to school year: 2,880

The third, fourth, and fifth-grade teachers will offer structured, formal tutoring for students' in the mornings or afternoon as it benefits students' needs.

Strategy Rationale

We will be disseminating data to ensure our lowest 25% are benefiting from this additional instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Ellen, ellen.patterson@ocps.net

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

Student data is collected with every common assessment given during a unit of instruction. Teachers analyze the data and determine which tutoring group offers the child the most benefit. Teachers will assess the effectiveness of the tutoring session through exit slips and student work and adjust tutoring time and placement as needed.

Strategy: Extended School Day

Minutes added to school year: 1,800

Extended Day students utilize the iReady program provided by Orange County Public Schools (OCPS).

Strategy Rationale

Students that remain after school benefit from the additional leveled instruction that is offered on a structured schedule at least twice a week while receiving instruction on how to use technology.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Patterson, Ellen, ellen.patterson@ocps.net

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

Data reports are run from the software platform. These reports include the amount of time spent on the program, accuracy rates, and areas of strengths and weakness.

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.

Every year we host a Kindergarten Roundup for incoming kindergarten students. Parents visit the school with registration information and are welcomed to view the campus. We also offer school tours anytime during the school year or summer. During the first week of school, we transition kindergarten parents and students throughout the week by allowing them more access to the classroom during the morning than in the upper grades.

Every year we host a Dual Language Orientation for incoming magnet students. The parents receive a model lesson of what a student expects to see during a typical dual language day, while also receiving information about the program including transitions, content area (which language they are taught) and how the model works to ensure bi-literacy.

For our outgoing fifth graders, students visit their attending middle school for a tour and orientation of what a typical day is like at the middle school level.

Grades K through five vertically plan to ensure students have been taught prior skills necessary for the upcoming grade level. Teachers collaborate to determine prerequisite skills necessary for mastery in the upcoming grade.

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.

We offer "Conversations with the Counselor", which are parental meetings that offer strategies for parents to prepare their students for college and career readiness by discussing topics such as "Is it too early to choose a career?" In addition, we offer our fifth grade students "Career Day" where Partners in Education come and discuss the varying businesses that are represented at our school through parents and community partners. As a new initiative this school year, each Wednesday teachers and staff wear college shirts to represent a college and spark interest with the students.

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

N/A

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

Our school is participating in Project Lead the Way (PLTW), which is the nation's leading provider of Science, Technology, Engineering, and Math (STEM) programs. Through world-class K-12 curriculum, high-quality teacher professional development, and outstanding partnerships, PLTW helps students develop the skills needed to succeed in the global economy. In addition, we have vendors who offer after-school programs on our campus that educate our students for career opportunities: Engineering for Kids, Drama and Spanish class.

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.

We implement STEM strategies through PLTW, which is a partnership with Lockheed Martin. The classroom teachers completed PLTW training and are implementing the STEM-based projects during their science instruction. Through our dual language program, students are supported in becoming bi-literate and bilingual so that as they progress to middle school, they are able to take Advanced Placement (AP) classes that count towards high school language credits.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The faculty will analyze student data to plan for appropriately aligned standards-based intervention through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).
- G2.** To improve standards-based instruction by effectively implementing rigorous curriculum through content specific complex text, standards aligned tasks, and measured through common assessments. (Division Priority #1: Accelerate Student Performance; Division Priority; #2: Narrow Achievement Gaps)

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. The faculty will analyze student data to plan for appropriately aligned standards-based intervention through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1a

G095056

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	64.0

Targeted Barriers to Achieving the Goal 3

- There is an inconsistency in teachers aligning student needs to provide differentiated standards based instruction to students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Formative and summative assessments, iReady/Curriculum Associates, and Spreadsheets

Plan to Monitor Progress Toward G1. 8

Monitor the weekly data meetings and the monthly standards-based intervention meetings. Review MTSS student grouping documents. Review lesson plans for differentiated instruction. Evaluate county and state administered assessments for student achievement with the grade-level standards.

Person Responsible

Michael Wilson

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

Team common planning notes grade-level commonly planned lesson plans; PLC assessment data collected for both common daily formative assessments and common unit summative assessments; teacher interventions for all students to provide differentiated instruction based on data review; student performance data

G2. To improve standards-based instruction by effectively implementing rigorous curriculum through content specific complex text, standards aligned tasks, and measured through common assessments. (Division Priority #1: Accelerate Student Performance; Division Priority; #2: Narrow Achievement Gaps) 1a

G095057

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	77.0
FCAT 2.0 Science Proficiency	68.0
ELA/Reading Lowest 25% Gains	64.0
Math Lowest 25% Gains	77.0
ELA/Reading Gains	71.0
Math Gains	78.0
FSA Mathematics Achievement	80.0

Targeted Barriers to Achieving the Goal 3

- Teachers need support in selecting appropriate complex text that meet the rigor of the standard, as well as revisiting deconstructed standards to appropriately select content specific standards aligned tasks.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CPALMS
- Item Specifications
- Instructional Management System (IMS)
- Standards-based instruction training
- PLC Common Planning Process
- Deconstructed Standards

Plan to Monitor Progress Toward G2. 8

Leadership team conducts ongoing classroom observations, reviews student data and student works to determine whether teachers are making progress in the delivery of standards based instruction.

Person Responsible
Fresia Urdaneta

Schedule
Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion
Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings, iObservation data and student performance data

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. The faculty will analyze student data to plan for appropriately aligned standards-based intervention through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps). 1

G095056

G1.B1 There is an inconsistency in teachers aligning student needs to provide differentiated standards based instruction to students. 2

B255860

G1.B1.S1 Teachers will participate in weekly data analysis and monthly collaborative intervention planning with the support and guidance of coaches and administration. 4

S270425

Strategy Rationale

As a result of the structured standards-based interventions provided by third grade, proficiency increased eleven percent on the ELA FSA. Therefore, we want to implement the third grade intervention plan school-wide.

Action Step 1 5

During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.

Person Responsible

Christie DePriest

Schedule

Annually, from 8/14/2017 to 5/17/2018

Evidence of Completion

Lesson plans, classrooms walk-throughs

Action Step 2 5

To continue to build teacher capacity in aligning students' needs to provide differentiated standards-based instruction. Coaches will monitor common planning, and promote the sharing of strategies in developing differentiated tasks based on data.

Person Responsible

Nicole Villaverde

Schedule

Annually, from 8/14/2017 to 5/17/2018

Evidence of Completion

Coach observations, walk-throughs, agenda, and lesson plans.

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

Leadership team is present during weekly data meetings and monthly standards-based intervention planning to provide support and guidance.

Person Responsible

Christie DePriest

Schedule

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

Evidence of Completion

Lesson plans, iObservations, common assessments, agenda with guiding questions

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

Leadership team will review lesson plans, common assessment data, and teacher observations.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

Student work, data, observations

G2. To improve standards-based instruction by effectively implementing rigorous curriculum through content specific complex text, standards aligned tasks, and measured through common assessments. (Division Priority #1: Accelerate Student Performance; Division Priority; #2: Narrow Achievement Gaps) **1**

 G095057

G2.B1 Teachers need support in selecting appropriate complex text that meet the rigor of the standard, as well as revisiting deconstructed standards to appropriately select content specific standards aligned tasks.

2

 B255861

G2.B1.S1 Leadership team will provide teachers with professional development and coaching focusing on the appropriate selection of content specific complex texts and standards aligned tasks. **4**

 S270426

Strategy Rationale

Teachers will improve their ability to effectively implement rigorous curriculum through content specific complex text and standards aligned tasks.

Action Step 1 **5**

Leadership team will provide continuous professional developments throughout the school year on specific clusters as indicated by the previous year's FSA results.

Person Responsible

Fresia Urdaneta

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

Grade-level common lesson plans, agenda, observations, student common assessment data, i-Ready Standards Mastery assessments

Action Step 2 5

Leadership team attends common planning, reviews lesson plans and student performance data, and conducts ongoing classroom observations to determine whether the teachers' knowledge of the standards is increasing.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data\classroom observation data student works and\or performance data reflecting growth and mastery of the standards.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team will review common planning attendance records, sign-in sheets, agendas, training materials and lesson plans.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership team reviews lesson plans, attends common planning, student performance data and conducts ongoing classroom observations to determine whether the teachers knowledge of the standard is increasing.

Person Responsible

Fresia Urdaneta

Schedule

Weekly, from 8/14/2017 to 5/17/2018

Evidence of Completion

iObservation evaluations, lesson plans, student works and\or performance data reflecting growth and mastery of the standards.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S1.MA1 M386875	Leadership team is present during weekly data meetings and monthly standards-based intervention...	DePriest, Christie	8/14/2017	Lesson plans, iObservations, common assessments, agenda with guiding questions	5/14/2018 weekly
G1.MA1 M386876	Monitor the weekly data meetings and the monthly standards-based intervention meetings. Review...	Wilson, Michael	8/14/2017	Team common planning notes grade-level commonly planned lesson plans; PLC assessment data collected for both common daily formative assessments and common unit summative assessments; teacher interventions for all students to provide differentiated instruction based on data review; student performance data	5/17/2018 biweekly
G2.MA1 M386879	Leadership team conducts ongoing classroom observations, reviews student data and student works to...	Urdaneta, Fresia	8/14/2017	Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings, iObservation data and student performance data	5/17/2018 weekly
G1.B1.S1.MA1 M386874	Leadership team will review lesson plans, common assessment data, and teacher observations.	Urdaneta, Fresia	8/14/2017	Student work, data, observations	5/17/2018 weekly
G1.B1.S1.A1 A362049	During common planning, coaches will model use of data to group students and plan differentiated...	DePriest, Christie	8/14/2017	Lesson plans, classrooms walk-throughs	5/17/2018 annually
G1.B1.S1.A2 A362050	To continue to build teacher capacity in aligning students' needs to provide differentiated...	Villaverde, Nicole	8/14/2017	Coach observations, walk-throughs, agenda, and lesson plans.	5/17/2018 annually
G2.B1.S1.MA1 M386877	Leadership team reviews lesson plans, attends common planning, student performance data and...	Urdaneta, Fresia	8/14/2017	iObservation evaluations, lesson plans, student works and/or performance data reflecting growth and mastery of the standards.	5/17/2018 weekly
G2.B1.S1.MA1 M386878	Leadership team will review common planning attendance records, sign-in sheets, agendas, training...	Urdaneta, Fresia	8/14/2017	Grade-level common lesson plans, grade-level common summative and formative assessments, PLC common planning checklist and coaches' logs for grade-level common planning meetings.	5/17/2018 weekly
G2.B1.S1.A1 A362051	Leadership team will provide continuous professional developments throughout the school year on...	Urdaneta, Fresia	8/14/2017	Grade-level common lesson plans, agenda, observations, student common assessment data, i-Ready Standards Mastery assessments	5/17/2018 biweekly
G2.B1.S1.A2 A362052	Leadership team attends common planning, reviews lesson plans and student performance data, and...	Urdaneta, Fresia	8/14/2017	Lesson plans reflecting a deeper understanding of aligning tasks to the rigor of the standards, classroom walkthrough data\classroom observation data student works and/or performance data reflecting growth and mastery of the standards.	5/17/2018 weekly

V. Professional Development Opportunities

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

G1. The faculty will analyze student data to plan for appropriately aligned standards-based intervention through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2: Narrow Achievement Gaps).

G1.B1 There is an inconsistency in teachers aligning student needs to provide differentiated standards based instruction to students.

G1.B1.S1 Teachers will participate in weekly data analysis and monthly collaborative intervention planning with the support and guidance of coaches and administration.

PD Opportunity 1

During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.

Facilitator

Instructional Coaches

Participants

Instructional personnel

Schedule

Annually, from 8/14/2017 to 5/17/2018

PD Opportunity 2

To continue to build teacher capacity in aligning students' needs to provide differentiated standards-based instruction. Coaches will monitor common planning, and promote the sharing of strategies in developing differentiated tasks based on data.

Facilitator

Instructional coaches

Participants

Instructional personnel

Schedule

Annually, from 8/14/2017 to 5/17/2018

G2. To improve standards-based instruction by effectively implementing rigorous curriculum through content specific complex text, standards aligned tasks, and measured through common assessments. (Division Priority #1: Accelerate Student Performance; Division Priority; #2: Narrow Achievement Gaps)

G2.B1 Teachers need support in selecting appropriate complex text that meet the rigor of the standard, as well as revisiting deconstructed standards to appropriately select content specific standards aligned tasks.

G2.B1.S1 Leadership team will provide teachers with professional development and coaching focusing on the appropriate selection of content specific complex texts and standards aligned tasks.

PD Opportunity 1

Leadership team will provide continuous professional developments throughout the school year on specific clusters as indicated by the previous year's FSA results.

Facilitator

Fresia E. Urdaneta

Participants

Instructional personnel

Schedule

Biweekly, from 8/14/2017 to 5/17/2018

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	During common planning, coaches will model use of data to group students and plan differentiated tasks during small group instruction and intervention time.				\$0.00
2	G1.B1.S1.A2	To continue to build teacher capacity in aligning students' needs to provide differentiated standards-based instruction. Coaches will monitor common planning, and promote the sharing of strategies in developing differentiated tasks based on data.				\$0.00
3	G2.B1.S1.A1	Leadership team will provide continuous professional developments throughout the school year on specific clusters as indicated by the previous year's FSA results.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3336	500-Materials and Supplies	1191 - Hunters Creek Elementary	General Fund		\$0.00
			<i>Notes: instructional planning materials, common assessments resources</i>			
		692-Computer Software Non-Capitalized	1191 - Hunters Creek Elementary	General Fund		\$5,000.00
			<i>Notes: Reading A-Z, resources for instructional materials for creation of common assessments</i>			
4	G2.B1.S1.A2	Leadership team attends common planning, reviews lesson plans and student performance data, and conducts ongoing classroom observations to determine whether the teachers' knowledge of the standards is increasing.				\$0.00
					Total:	\$5,000.00