

## 2013-2014 SCHOOL IMPROVEMENT PLAN

Hunters Creek Elementary  
4650 TOWN CENTER BLVD  
Orlando, FL 32837  
407-858-4610

### School Demographics

<b>School Type</b> Elementary School	<b>Title I</b> No	<b>Free and Reduced Lunch Rate</b> 44%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 72%

### School Grades History

<b>2013-14</b> B	<b>2012-13</b> A	<b>2011-12</b> A	<b>2010-11</b> A
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### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

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

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

### 2013-14 DA Category and Statuses

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

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Hunters Creek Elementary

##### Principal

Anne H. Geisler

##### School Advisory Council chair

Michelle Yore

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

Name	Title
Oscar Sanchez	Assistant Principal
Ellen Patterson	Curriculum Resource Teacher
Sonia Abrew	Curriculum Compliance Teacher
Julie Jaworski	Guidance Counselor
Kristen Skinner	Instructional Support
Juanita Gordon	Media Specialist
Marilyn Maldonado	Kindergarten Team & Professional Learning Community (PLC) Leader
Carri Pawlyshyn	Kindergarten PLC Leader
Andrea Muldoon	1st grade Team Leader
Karen Clements	1st Grade PLC Leader
Jody Kaminski	1st Grade PLC Leader
Stephanie Perez	2nd Grade Team Leader
Laura Rohlf	2nd Grade PLC Leader
Shayna Boston	3rd Grade Team Leader
Christine Lundberg	3rd Grade PLC Leader
Laura Lopez	3rd Grade PLC Leader
Cristine Pokorny	3rd Grade PLC Leader
Crispin Hydock	4th Grade Team Leader
Jessica McDaniel	4th Grade PLC Leader
Lynn Karavanich	5th Grade Team & PLC Leader
Rebecca Daniel	5th Grade PLC Leader
Heather Whaling	5th Grade PLC Leader
Karen Serrano	5th Grade PLC Leader
Kathryn McCarthy	Special Areas Team & PLC Leader
Melissa Sorensen	Exceptional Student Education (ESE) Team & PLC Leader
Elizavet Rivera	Dual Language Enrichment (DLE) PLC Leader

## District-Level Information

### District

Orange

### Superintendent

Dr. Barbara M Jenkins

### Date of school board approval of SIP

1/28/2014

## School Advisory Council (SAC)

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

### Membership of the SAC

Our SAC membership reflects the diversity and demographics of our school community.

Members include:

Anne Geisler, Principal

Michelle Yore, Parent/Chairperson

Gordon Adams, Business/Community

Michaela Hannon, Parent

Nabila Hanbali, Parent

Rebecca Diaz Milay, Parent

Kathryn McCarthy, Teacher

Ellen Patterson, Teacher

Kristen Skinner, Teacher

### Involvement of the SAC in the development of the SIP

The SAC conducts discussions throughout the year that address parent/community concerns and reviews the end of the year data. These discussions lead to solutions and action steps that become part of the school improvement plan. The SAC reviews the plan before and after it is submitted to the state and conducts monthly school improvement plan (SIP) reviews.

### Activities of the SAC for the upcoming school year

In addition to regularly scheduled meetings to review data and discuss parent and community concerns, the SAC members will participate in developing a profile for candidates for the incoming principal position.

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

The SAC funds will be used to support the before and after school tutoring program as needed to supplement SAI funds.

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

In Compliance

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

## Highly Qualified Staff

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

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Anne H. Geisler**

Principal

Years as Administrator: 20

Years at Current School: 13

**Credentials**

Bachelor of Arts in Elementary Education Wesleyan College;  
Masters of Education Administration and Supervision Rollins  
College; Florida Elementary Education Certification; Educational  
Leadership Certification

**Performance Record**

Hunter's Creek Elementary School Grades – A's 2000 - 2013  
Adequate Yearly Progress (AYP) every year except 2007 and  
2010

(Data not available prior to 2002)

2002 - 82% High Standards (HS) in reading and math; 73%  
Learning Gains (LG) in reading and 82% LG in math; 73% LG in  
B25% in reading

2003 - 87% HS in reading and 82% HS in math; 77% LG in  
reading and 70% LG in math; 78% LG in B25% in reading

2004 - 86% HS in reading and 81% HS in math; 73% LG in  
reading and 71% LG in math; 66% LG in B25% in reading

2005 - 84% HS in reading and 80% HS in math; 73% LG in  
reading and 66% LG in math; 75% LG in B25% in reading

2006 - 88% HS in reading and 85% HS in math; 71% LG in  
reading and 73% LG in math; 58% LG in B25% in reading

2007 - 87% HS in reading and 90% HS in math; 77% LG in  
reading and 80% LG in math; 77% LG in B25% in reading and  
76% in math

2008 - 89% HS in reading and 90% HS in math; 75% LG in  
reading and 66% LG in math; 72% LG in B25% in reading and  
59% in math

2009 - 88% HS in reading and 88% HS in math; 71% LG in  
reading and 78% LG in math; 71% LG in B25% in reading and  
67% in math

2010 - 87% HS in reading and 87% HS in math; 73% LG in  
reading and 75% LG in math; 51% LG in B25% in reading and  
77% in math

2011 - 87% HS in reading and 90% HS in math; 73% LG in  
reading and 69% LG in math; 61% LG in B25% in reading and  
68% in math

2012 - 76% HS in reading and 77% HS in math; 74% LG in  
reading and 76% LG in math; 81% LG in B25% in reading and  
56% in math

2013 - 81% HS in reading and 83% HS in math; 70% LG in  
reading and 74% LG in math; 70% LG in B25% in reading and  
74% in math



<b>Oscar Sanchez</b>		
<b>Asst Principal</b>	<b>Years as Administrator: 8</b>	<b>Years at Current School: 6</b>
<b>Credentials</b>	Bachelor of Science in Elementary Education Nova Southeastern; Master of Educational Leadership Barry Univ.; Florida Elementary Education Certification; Educational Leadership Certification	
<b>Performance Record</b>	<p>Sadler Elementary, 2005 – Grade A                  Richmond Heights Elementary, 2006 – Grade F (no AYP)                  Hunter's Creek Elementary - 2007 – 2013 – A's and AYP every year except 2007 and 2010                  2007 - 87% HS in reading and 90% HS in math; 77% LG in reading and 80% LG in math; 77% LG in B25% in reading and 76% in math                  2008 - 89% HS in reading and 90% HS in math; 75% LG in reading and 66% LG in math; 72% LG in B25% in reading and 59% in math                  2009 - 88% HS in reading and 88% HS in math; 71% LG in reading and 78% LG in math; 71% LG in B25% in reading and 67% in math                  2010 - 87% HS in reading and 87% HS in math; 73% LG in reading and 75% LG in math; 51% LG in B25% in reading and 77% in math                  2011 - 87% HS in reading and 90% HS in math; 73% LG in reading and 69% LG in math; 61% LG in B25% in reading and 68% in math                  2012 - 76% HS in reading and 77% HS in math; 74% LG in reading and 76% LG in math; 81% LG in B25% in reading and 56% in math                  2013 - 81% HS in reading and 83% HS in math; 70% LG in reading and 74% LG in math; 70% LG in B25% in reading and 74% in math</p>	

<b>Asst Principal</b>	<b>Years as Administrator:</b>	<b>Years at Current School:</b>
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**Credentials**  
**Performance Record**

**Instructional Coaches**

**# of instructional coaches**  
 1

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

**Instructional Coach Information:**

<b>Ellen Patterson</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 19
<b>Areas</b>	Other	
<b>Credentials</b>	Bachelor's in Elementary Education 1-6; Reading Endorsement Certification; ESOL Certification	
<b>Performance Record</b>	Hunter's Creek Elementary School Grades – A's 2000 - 2013 AYP every year except 2007 and 2010	

**Classroom Teachers**

<b># of classroom teachers</b>	59
<b># receiving effective rating or higher</b>	59, 100%
<b># Highly Qualified Teachers</b>	100%
<b># certified in-field</b>	54, 92%
<b># ESOL endorsed</b>	46, 78%
<b># reading endorsed</b>	8, 14%
<b># with advanced degrees</b>	19, 32%
<b># National Board Certified</b>	4, 7%
<b># first-year teachers</b>	0, 0%
<b># with 1-5 years of experience</b>	12, 20%
<b># with 6-14 years of experience</b>	16, 27%
<b># with 15 or more years of experience</b>	31, 53%

**Education Paraprofessionals**

<b># of paraprofessionals</b>	8
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**# Highly Qualified**

8, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

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

We strive to recruit only the most highly qualified teachers through word of mouth and focused community outreach. We work just as hard to retain these high quality teachers by building collegial relationships, maintaining a positive school climate, and providing challenging opportunities for growth and leadership through adult learning via Professional Learning Communities.

**Teacher Mentoring Program/Plan**

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

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

We always partner first year teachers with teachers who have multiple years experience in both the classroom and our school. The teachers work together to conduct lesson plan and teaching reviews, and the experienced teacher offers support through email and conferences to help with classroom issues, student concerns, and county requirements.

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

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

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

The problem solving process involves analyzing data from many resources including Florida Assessments for Instruction in Reading (FAIR), Florida Kindergarten Readiness Screener (FLKRS), district benchmark Testing, English for Speakers of Other Languages (ESOL) testing and Florida Comprehensive Assessment Tests (FCAT) results 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, Curriculum Resource Teacher (CRT), Guidance, Reading Specialist, Language Therapist, ESE Teacher, Instructional Support, and School Psychologist, need to gather data from all testing, collaborate with classroom teachers and resource teachers, who have also disseminated data, and create a plan for each child in the lowest 25th percentile and especially students with FCAT scores of 1's and 2's.

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

- a. Administration: Provide effective leadership for all staff and students, help analyze data, ensure a positive commitment to all students and staff, provide feedback and suggestions for intervention ideas and be active members of MTSS leadership team
- b. Curriculum Resource Teacher: Member of MTSS Leadership Team. Provide feedback, suggestions, and resource materials for any intervention plans that are developed for students.
- c. Curriculum Compliance Teacher: Member of MTSS Leadership Team. Help cross reference students needing the MTSS process and/or ESOL strategies depending on Limited English Proficiency (LEP) status of students. Provide feedback and suggestions for intervention strategies.
- d. Guidance: Act as team leader for MTSS process. Hold monthly meetings for MTSS Leadership team to provide updates on student statuses, review progress, deliver new information learned about process, conduct meetings with individual classroom teachers who have identified students needing MTSS process, help identify students for MTSS process through analyzation of data, help deliver resources to teachers needing intervention materials, receive weekly documentation from classroom teachers on students with interventions, review that weekly documentation, set up follow up meetings with teachers to review new data and discuss implementation of intervention program and provide Tier III system of support when necessary.
- e. Instructional Support: Member 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.
- f. Media Specialist: Help gather resources for interventions, provide Tier III system of support when necessary.
- g. Team Leaders and PLC leaders at grade levels: Analyze data, provide structured intervention strategies for students who are receiving MTSS, provide feedback, encouragement, and ideas for other team members.
- h. Special Area Team: Provide suggestions and feedback regarding students who are receiving MTSS. Provide Tier III system of support when necessary.
- i. ESE Team: Members of MTSS Leadership Team. Analyze data. Provide input on strategies. Give suggestions and feedback on interventions for students.

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

Leadership Team monitors the fidelity of the school's MTSS by holding meetings every three weeks to analyze new data and determine needs. Teachers will supply Guidance Counselor with weekly sheets showing the time, duration, intensity and type of intervention used. All interventions will be research-based only. Teacher will gather the resource materials for interventions from MTSS Leadership Team. Teacher will also graph student progress weekly and submit to Guidance Counselor, who will fill out MTSS problem solving worksheets during meetings.

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

FAIR  
FCAT Scores  
Performance Matters  
FLKRs  
Diagnostic Reading Assessment (DRA)  
Behavior referrals  
Attendance records

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

In order to support the understanding of MTSS for both staff and parents, informational meetings will be conducted during pre-planning and staff meetings throughout the year. Parents will be informed of MTSS process during planned meetings with classroom teacher and MTSS Leadership team when appropriate. Brochures from the district describing the MTSS process are available for all parents and will be distributed during meetings.

### Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 2,880

The 5th grade teachers will offer structured, formal tutoring for 5th grade students in the mornings before school begins.

#### **Strategy Purpose(s)**

- Instruction in core academic subjects

#### **How is data collected and analyzed to determine the effectiveness of this 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.

#### **Who is responsible for monitoring implementation of this strategy?**

5th grade teachers  
Ellen Patterson (CRT)  
Oscar Sanchez (Assistant Principal)  
Anne H. Geisler (Principal)

**Strategy:** Before or After School Program

**Minutes added to school year:** 640

Reading tutoring is offered to level 1 and 2 students in grades 3, 4, and 5. Tutoring takes place before or after school with Hunter's Creek Elementary teachers.

**Strategy Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

Students are placed into the program based on previous year FCAT or Stanford Achievement Test (SAT) scores as well as fall benchmark tests and teacher observations. Tutors monitor student progress through part of the Triumphs program, classroom common assessments, teacher observation and student work.

**Who is responsible for monitoring implementation of this strategy?**

Teacher tutors  
Ellen Patterson (CRT)  
Anne H. Geisler (Principal)

**Strategy:** Before or After School Program

**Minutes added to school year:** 1,800

Extended Day students utilize the Stride Academy program provided by Orange County Public Schools.

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Oscar Sanchez, Assistant Principal  
Gina Cano, Extended Day Coordinator  
Extended Day group leaders

**Literacy Leadership Team (LLT)**

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

Name	Title
Nancy Morhack	Reading Resource Teacher
Ellen Patterson	Curriculum Resource Teacher
Juanita Gordon	Media Specialist
Kasie Johnson	Kindergarten Teacher
Jody Kaminski	1st grade teacher
Jean Heredia	2nd grade teacher
Loria Prehay	3rd grade teacher
Louis Murgia	5th grade teacher
Rob Campbell	P.E. teacher

### How the school-based LLT functions

The committee meets to discuss reading concerns that impact student learning and attempts to solve those concerns. We seek to learn about and share best practices with other teachers on the grade level. The committee also plans and implements school-wide events that are reading/literacy based, i.e. Literacy Night, Amazing Reading Race, and Early Bird Readers.

### Major initiatives of the LLT

The committee wants to involve more students in reading independently and to increase students' capacities to read longer passages. We want 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 the PLC process during reading instruction with an intentional focus on the learning gains of the lowest 30% of students.

## Preschool Transition

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

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

Every year we host a Kindergarten Orientation for incoming kindergarten students. The new students visit a kindergarten classroom and participate in a lesson and activity. Parents stay in the cafeteria and receive information and participate in a Q&A session. 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 older grades.

## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	81%	Yes	80%
American Indian				
Asian	96%	89%	No	96%
Black/African American	69%	81%	Yes	72%
Hispanic	74%	74%	Yes	77%
White	80%	87%	Yes	82%
English language learners	72%	64%	No	75%
Students with disabilities	48%	25%	No	54%
Economically disadvantaged	65%	73%	Yes	69%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	32%	35%
Students scoring at or above Achievement Level 4	183	48%	53%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	157	70%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	31	70%	75%

#### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	95	59%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	57	35%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	67	42%	45%



**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	76	62%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	83%	No	86%
American Indian				
Asian	100%	94%	No	100%
Black/African American	73%	77%	Yes	75%
Hispanic	79%	77%	No	81%
White	88%	88%	Yes	89%
English language learners	75%	61%	No	78%
Students with disabilities	57%	50%	No	61%
Economically disadvantaged	77%	74%	No	79%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	110	29%	32%
Students scoring at or above Achievement Level 4	201	54%	57%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	166	74%	79%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	30	74%	79%

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	87	72%	75%
Students scoring at or above Achievement Level 4	54	45%	48%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		7
Participation in STEM-related experiences provided for students	500	63%	66%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	73	8%	5%
Students retained, pursuant to s. 1008.25, F.S.	21	3%	2%
Students who are not proficient in reading by third grade	27	19%	15%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

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 one curriculum night per 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 8,000 volunteer hours last year. Our target for the 2013-2014 school year is to maintain our high level of parental involvement.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Maintain high percentage of active parents	600	75%	80%

## Goals Summary

- G1.** Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction in both reading and math.
- G2.** Increase rigor of standards based instruction by effectively implementing the elements identified by Marzano as leading to enhanced student achievement.

## Goals Detail

**G1.** Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction in both reading and math.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

### Resources Available to Support the Goal

- Tutoring provided by certified teachers
- Grade level PLC leaders trained at Solution Tree PLC conferences

### Targeted Barriers to Achieving the Goal

- Lack of time for the PLC process

### Plan to Monitor Progress Toward the Goal

Review team PLC notes and provide support as teachers move through the PLC process with their grade level teams.

### Person or Persons Responsible

Anne H. Geisler; Oscar Sanchez; Ellen Patterson; Kristen Skinner

### Target Dates or Schedule:

Throughout the year as teams meet and post their meeting notes to the Share Point site.

### Evidence of Completion:

Team meeting notes posted to SharePoint site, PLC assessment data collected and analyzed for student achievement

**G2. Increase rigor of standards based instruction by effectively implementing the elements identified by Marzano as leading to enhanced student achievement.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Marzano training materials
- Effective Educators website
- Instructional Management System (IMS)
- Black Belt Common Core State Standards (CCSS) teachers
- new reading textbook series
- new math textbook series

**Targeted Barriers to Achieving the Goal**

- Teacher knowledge about all 41 elements of Marzano Instructional Framework.
- Knowledge of Common Core State Standards and best practices for more effective implementation.
- Access to resources that encourage and support higher order thinking skills and standards-based instruction.

**Plan to Monitor Progress Toward the Goal**

Analyze teacher lesson plans for inclusion of standards based teaching and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data

**Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez; Ellen Patterson

**Target Dates or Schedule:**

Throughout the year as PLCs meet and post their minutes and data charts, as formal and informal observations occur; at monthly and quarterly lesson plan reviews

**Evidence of Completion:**

Lesson plans documenting standards based instruction; lesson plans documenting the use of problem-based activities in the classroom; Observations documenting the use of Marzano elements being used in the classroom; PLC common assessments focusing on common core standards

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase the practice of grade level Professional Learning Communities (PLC) to increase the effectiveness of differentiated instruction in both reading and math.

**G1.B1** Lack of time for the PLC process

**G1.B1.S1** Provide more planning time for teachers to plan for differentiated instruction.

#### Action Step 1

Adjust school schedule to ensure that all teachers within a grade level share a common planning time.

##### Person or Persons Responsible

Anne H. Geisler; Oscar Sanchez

##### Target Dates or Schedule

Before school begins

##### Evidence of Completion

School schedule allows all grade level teachers to share a common planning time

#### Action Step 2

Reserve Wednesday afternoons from 2:15 - 3:30 as often as possible for teachers within a grade level to plan together

##### Person or Persons Responsible

Anne H. Geisler; Oscar Sanchez

##### Target Dates or Schedule

Throughout the school year

##### Evidence of Completion

Calendar shows Wednesday afternoon reserved for PLC meetings; PLC meeting notes show dates on meetings

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

Monitor school schedule to ensure that teachers have common planning times, and that at least 2 Wednesdays a month are reserved for PLC meetings. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze "What I Need" (WIN) time.

#### **Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; Ellen Patterson; Kristen Skinner

#### **Target Dates or Schedule**

Throughout the year as PLC meetings take place

#### **Evidence of Completion**

Calendar shows PLC meeting times; PLCs are posted to SharePoint showing meeting times and frequency

### **Plan to Monitor Effectiveness of G1.B1.S1**

Monitor PLC common assessment data and WIN time exit slips to ensure that the PLC process is giving students access to remediation, reinforcement, and enrichment at the end of every unit of study in both reading and math. Monitor the results of county and state standardized and diagnostic test data for student improvements in learning.

#### **Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; Ellen Patterson; Kristen Skinner

#### **Target Dates or Schedule**

PLC minutes will be posted after every meeting throughout the school year. District and state level data will be analyzed during each testing window.

#### **Evidence of Completion**

PLC meeting notes; PLC common assessment data charts; Lesson plan reviews documenting WIN time within each grade level; student scores on county and state standardized and diagnostic tests.

**G1.B1.S2** Adjust school schedules to maximize instructional minutes for differentiated instruction.

**Action Step 1**

Adjust teacher morning duty schedule to allow grade levels to provide WIN time and additional support as students arrive at school.

**Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; grade level teachers

**Target Dates or Schedule**

Before school begins

**Evidence of Completion**

School schedule shows grade level teachers are available before school starts; teachers track students served during that time

**Action Step 2**

Grade levels create a shared WIN time at least 2 times during the week so that students can have remediation, reinforcement, or enrichment as needed for specific skills.

**Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; grade level teachers

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Lesson plans show a shared WIN time; grade levels work together to provide the appropriate level of support to all students within that grade level.



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

Monitor school schedule to ensure that instructional time is being maximized. Review PLC meeting notes to verify that PLC teams are meeting to schedule common assessments, review common assessment data, and plan and analyze WIN time.

#### **Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; Ellen Patterson; Kristen Skinner

#### **Target Dates or Schedule**

Throughout the year as PLC meetings take place

#### **Evidence of Completion**

PLCs meeting notes are posted to SharePoint showing WIN time being scheduled and results analyzed

### **Plan to Monitor Effectiveness of G1.B1.S2**

Monitor PLC common assessment data and WIN time exit slips to ensure that the PLC process is giving students access to remediation, reinforcement, and enrichment at the end of every unit of study in both reading and math. Monitor the results of county and state standardized and diagnostic test data for student improvement in learning.

#### **Person or Persons Responsible**

Anne H. Geisler; Oscar Sanchez; Ellen Patterson; Kristen Skinner

#### **Target Dates or Schedule**

PLC minutes will be posted after every meeting throughout the school year. District and state level data will be analyzed during each testing window.

#### **Evidence of Completion**

PLC meeting notes; PLC common assessment data charts; Lesson plan reviews documenting WIN time within each grade level; student scores on district and state standardized and diagnostic tests.

**G2.** Increase rigor of standards based instruction by effectively implementing the elements identified by Marzano as leading to enhanced student achievement.

**G2.B1** Teacher knowledge about all 41 elements of Marzano Instructional Framework.

**G2.B1.S1** Train teachers in the implementation of the elements introduced during the 2013-2014 school year

**Action Step 1**

The administrative team will train teachers on ways to include the elements in the new design questions. Trainings will focus on planning for the strategies, what implementation looks like at the applying and innovating level, and resources available to help students and teachers build knowledge and understanding through the strategies.

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule**

Multiple dates throughout the school year

**Evidence of Completion**

Calendar stating dates of trainings, Minutes and/or presentation notes from trainings

**Facilitator:**

Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Kristen Skinner, Nita Gordon

**Participants:**

All instructional staff members

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

Monitor training materials and presentations for accuracy

**Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez

**Target Dates or Schedule**

During Leadership Team meetings

**Evidence of Completion**

Meeting dates, training notes and/or presentations

## Plan to Monitor Effectiveness of G2.B1.S1

Monitor teacher use of the new strategies during formal and informal observations and collaborate with teachers based on observation results

### Person or Persons Responsible

Anne H. Geisler, Oscar Sanchez, Ellen Patterson

### Target Dates or Schedule

During informal and formal observations throughout the school year

### Evidence of Completion

iObservation evaluations

**G2.B1.S2** Support teachers as they move through the deliberate practice process and focus on strategies that build student achievement

### Action Step 1

Teachers will participate in the Deliberate Practice process and intentionally practice skills and strategies that will lead to increased student achievement.

### Person or Persons Responsible

All instructional staff

### Target Dates or Schedule

Throughout the school year

### Evidence of Completion

Deliberate Practice components within iObservation

### Facilitator:

Anne H. Geisler, Ellen Patterson, Kristen Skinner

### Participants:

All instructional staff

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Plan PLC meetings for teachers working on the same elements and monitor teachers through formal and informal observations

#### **Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Kristen Skinner

#### **Target Dates or Schedule**

Throughout the school year

#### **Evidence of Completion**

Deliberate Practice PLC group minutes, formal and informal observation notes

### **Plan to Monitor Effectiveness of G2.B1.S2**

Monitor the use of deliberate practice strategies and their impact on student engagement while conducting classroom walk-throughs, informal, and formal observations.

#### **Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez, Ellen Patterson

#### **Target Dates or Schedule**

During formal and informal observations

#### **Evidence of Completion**

Documentation in iObservation collected during teacher observations showing an increase in the number of teachers receiving applying or innovating ratings.

**G2.B2 Knowledge of Common Core State Standards and best practices for more effective implementation.**

**G2.B2.S1 Train teachers in the new Common Core curriculum.**

**Action Step 1**

Share information the Black Belt members receive from county level trainings and courses

**Person or Persons Responsible**

Black Belt trained school representatives

**Target Dates or Schedule**

At team meetings and during the PLC planning times

**Evidence of Completion**

Team meeting notes, lesson plans reflect new strategies and practices

**Facilitator:**

Black Belt grade level members; Ellen Patterson; Kristen Skinner; Nita Gordon

**Participants:**

All instructional personnel

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

The administrative team will monitor teacher lessons for common core strategies and practices during formal and informal observations. Black belt members will lead grade level planning meetings to ensure that common core standards are being used as the basis of classroom instruction.

**Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Black Belt team members

**Target Dates or Schedule**

During weekly team meetings, PLC planning meetings, and all formal and informal observations, as well as monthly and quarterly lesson plan reviews.

**Evidence of Completion**

Team meeting notes, formal and informal observations, teacher lesson plans

### **Plan to Monitor Effectiveness of G2.B2.S1**

Teachers will monitor their classroom common assessments and observations as well as county and state standardized and diagnostic test data to monitor the academic progress of all students in the new common core curriculum.

#### **Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Kristen Skinner, all classroom teachers

#### **Target Dates or Schedule**

During each PLC data cycle, during each county and state testing cycle

#### **Evidence of Completion**

PLC meeting notes and data charts, county and state wide standardized and diagnostic test data

**G2.B2.S2** Maximize the benefits of Common Core standards-based instruction by planning standards based, themed units of study.

#### **Action Step 1**

Teachers will work together as grade level units to plan themed units that incorporate cross-curricular lessons, multiple learning styles, and problem-based activities.

#### **Person or Persons Responsible**

All grade level teachers and resource/support staff

#### **Target Dates or Schedule**

During common grade level planning times

#### **Evidence of Completion**

Lesson plans

### **Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Administrative team will monitor teacher lesson plans for evidence of themed units, cross-curricular instruction, and problem-based activities. These activities and lessons should show an increase in depth of knowledge and advanced student thinking skills as the unit progresses.

#### **Person or Persons Responsible**

Anne H. Geisler, Oscar Sanchez

#### **Target Dates or Schedule**

During monthly and quarterly lesson plan reviews and formal and informal observations and classroom walk-throughs

#### **Evidence of Completion**

Lesson plans will show themed units and problem based activities that occur over multiple days.

### **Plan to Monitor Effectiveness of G2.B2.S2**

Classroom teachers and the administrative team will analyze common assessments given throughout the themed units to determine if students are gaining knowledge and critical thinking skills.

#### **Person or Persons Responsible**

All classroom teachers, Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Kristen Skinner

#### **Target Dates or Schedule**

Classroom teachers will analyze the common assessment data during PLC meeting times. The administrative team will analyze county and state level standardized and diagnostic test data as well as review the PLC team data.

#### **Evidence of Completion**

PLC meeting data, state and county standardized and diagnostic test data

**G2.B3** Access to resources that encourage and support higher order thinking skills and standards-based instruction.

**G2.B3.S1** Analyze available resources to determine if additional resources are needed or if training would help teachers utilize current resources to their full potential.

**Action Step 1**

Inventory school based resources and compile a list of resources available for each grade level and subject.

**Person or Persons Responsible**

Ellen Patterson, Kristen Skinner, Nita Gordon, resource teachers, classroom teachers

**Target Dates or Schedule**

As new materials arrive over the summer and quarterly throughout the year.

**Evidence of Completion**

School based inventory list

**Action Step 2**

Utilize county and publisher provided trainings on new curriculum materials.

**Person or Persons Responsible**

Classroom teachers

**Target Dates or Schedule**

During summer 2013 and as provided during the school year

**Evidence of Completion**

Teacher participation in the offered courses



### **Action Step 3**

Train teachers in finding additional resources available through IMS and CPalms, as well as other county approved Common Core and Marzano websites.

#### **Person or Persons Responsible**

All instructional personnel

#### **Target Dates or Schedule**

During pre-planning week and various training dates throughout the school year.

#### **Evidence of Completion**

Training notes and presentations, Teacher use of resources

#### **Facilitator:**

Ellen Patterson, Kristen Skinner

#### **Participants:**

All instructional personnel

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

Monitor the use of resources available through the school, district, and state through teacher lesson plans, curriculum units taught, and activities planned to both enrich and remediate content taught in the classroom

#### **Person or Persons Responsible**

Ellen Patterson, Resource Teachers, classroom teachers

#### **Target Dates or Schedule**

Throughout the year at grade level planning meetings and as teachers meet to discuss curriculum instruction

#### **Evidence of Completion**

Resource inventory list, teacher lesson plans, use of CPalms and IMS websites and resources

## **Plan to Monitor Effectiveness of G2.B3.S1**

Monitor the grade level PLC common assessment data to be sure that students are learning the appropriate material for their grade level and subject area.

### **Person or Persons Responsible**

Classroom teachers, administrative team

### **Target Dates or Schedule**

During every PLC data cycle, at monthly and quarterly data/Kid Talk meetings

### **Evidence of Completion**

PLC common assessment data, district and state standardized and diagnostic test data

## Coordination and Integration

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

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

Title II money will be used for substitutes so our teachers will have opportunities to grow professionally through participation in workshops and collaboration with grade level teams and vertical teams. SAI money will be utilized to fund a reading tutoring program for 3rd - 5th grade students who scored a level 1 or 2 on the FCAT or below a 32% on the 2nd grade SAT administered last year. Certified teachers will tutor groups of 8 or less students in 45 minute sessions twice a week before or after school. This supplemental instruction will strengthen reading skills and strategies for these students and therefore will increase student achievement.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G2.** Increase rigor of standards based instruction by effectively implementing the elements identified by Marzano as leading to enhanced student achievement.

**G2.B1** Teacher knowledge about all 41 elements of Marzano Instructional Framework.

**G2.B1.S1** Train teachers in the implementation of the elements introduced during the 2013-2014 school year

### PD Opportunity 1

The administrative team will train teachers on ways to include the elements in the new design questions. Trainings will focus on planning for the strategies, what implementation looks like at the applying and innovating level, and resources available to help students and teachers build knowledge and understanding through the strategies.

#### Facilitator

Anne H. Geisler, Oscar Sanchez, Ellen Patterson, Kristen Skinner, Nita Gordon

#### Participants

All instructional staff members

#### Target Dates or Schedule

Multiple dates throughout the school year

#### Evidence of Completion

Calendar stating dates of trainings, Minutes and/or presentation notes from trainings

**G2.B1.S2** Support teachers as they move through the deliberate practice process and focus on strategies that build student achievement

**PD Opportunity 1**

Teachers will participate in the Deliberate Practice process and intentionally practice skills and strategies that will lead to increased student achievement.

**Facilitator**

Anne H. Geisler, Ellen Patterson, Kristen Skinner

**Participants**

All instructional staff

**Target Dates or Schedule**

Throughout the school year

**Evidence of Completion**

Deliberate Practice components within iObservation

**G2.B2** Knowledge of Common Core State Standards and best practices for more effective implementation.

**G2.B2.S1** Train teachers in the new Common Core curriculum.

**PD Opportunity 1**

Share information the Black Belt members receive from county level trainings and courses

**Facilitator**

Black Belt grade level members; Ellen Patterson; Kristen Skinner; Nita Gordon

**Participants**

All instructional personnel

**Target Dates or Schedule**

At team meetings and during the PLC planning times

**Evidence of Completion**

Team meeting notes, lesson plans reflect new strategies and practices

**G2.B3** Access to resources that encourage and support higher order thinking skills and standards-based instruction.

**G2.B3.S1** Analyze available resources to determine if additional resources are needed or if training would help teachers utilize current resources to their full potential.

**PD Opportunity 1**

Train teachers in finding additional resources available through IMS and CPalms, as well as other county approved Common Core and Marzano websites.

**Facilitator**

Ellen Patterson, Kristen Skinner

**Participants**

All instructional personnel

**Target Dates or Schedule**

During pre-planning week and various training dates throughout the school year.

**Evidence of Completion**

Training notes and presentations, Teacher use of resources

## Appendix 2: Budget to Support School Improvement Goals