



## Hunters Creek Elementary

4650 TOWN CENTER BLVD, Orlando, FL 32837

[www.ocps.net/lc/southwest/ehc](http://www.ocps.net/lc/southwest/ehc)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	50%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	73%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	B	A	A

\*Preliminary 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

To be the top producer of successful students in the nation

#### School Environment

##### **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 a school wide event, we host Multicultural Day and Heritage Night. 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.

##### **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. 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. This year we are implementing 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.

##### **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 2015-16 school year we proactively implemented CHAMPS as a positive way to set clear expectations for all students at all times. Students who have shown a need for a more structured plan have been referred through the Multi-Tiered System of Support (MTSS) behavior process.

##### **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 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 counselor also provides outside services, such as SEDNET, when the school cannot offer the proper support service. We also have a TLC (The



Learning Connection) program where teachers are chosen to mentor students in all areas of need (social, academic, etc.). Our Curriculum Compliance Teacher (CCT) and Staffing Specialist work hand in hand to provide any additional services that may impact our ELL and ESE students. For example, our ESE students have social skills embedded in their IEP to address classroom behaviors.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

The administrative team, along with the office staff, work 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 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 weekly and addresses the behaviors with counseling, mentoring, discipline or tiered interventions.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	17	18	6	9	15	13	78
One or more suspensions	1	0	1	0	1	0	3
Course failure in ELA or Math	42	26	26	37	38	21	190
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level					Total
	K	1	3	4	5	
Students exhibiting two or more indicators	6	4	3	8	4	25

**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 - for 1st - 5th grade
3. iStation - self-paced web based program
4. MTSS - Tiered level systems
5. Social Worker referral
6. Parent Conferences
7. Small group and focus group counseling
8. TLC - mentoring group
9. Portfolios
10. Extended day students receive additional reading strategies through MYON software
11. WIN time - 30 minute daily intervention time for enrichment or remediation

12. I-Ready for math intervention self-paced web based
13. CHAMPS

## Family and Community Involvement

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

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

No

#### **PIP Link**

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

#### **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 8,000 volunteer hours last year. Our target for the 2015-16 school year is to maintain our high level of parental involvement.

**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 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 Houses, Meet the Teacher and other community events through our PTA connections. School based projects, such as our vegetable garden and Career Day, provide opportunities for larger companies to donate and participate in our school. Finally, our expansive after school program provides parents the opportunity to interact with surrounding businesses while our school and students benefit with learning new talents and skills.

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Urdaneta, Fresia	Principal
Gordon, Melissa	Assistant Principal
Patterson, Ellen	Other
Skinner, Kristen	Instructional Coach
Jones, Alyssa	Other
Rivera, Elizavet	Instructional Coach
Jaworski, Julie	Guidance Counselor

## Duties

### ***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 conducts classroom walk-throughs 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: Member of the MTSS leadership team, provide feedback, suggestions, and resource materials for any intervention plans that are developed for students, conducts classroom walk-throughs to provide feedback to ensure effective classroom instruction, facilitate PLC Common Planning and lead grade levels in the common planning process
- c. Curriculum Compliance Teacher: Member of MTSS leadership team, help cross reference students needing the MTSS process and/or ESOL strategies depending on the Limited English Proficiency (LEP) status of the student, provide feedback and suggestions for intervention strategies, provide SLOP training and strategies for teachers to implement in the classroom, conduct classroom walk-throughs to provide feedback to ensure effective classroom instruction, facilitate PLC Common Planning and lead grade levels in the common planning process
- d. Guidance: Member of MTSS leadership team, 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 and lead small group instruction for students with behavior and social skills
- 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, facilitate PLC Common Planning and lead grade levels in the common planning process, conducts classroom walk-throughs 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, 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: Facilitator of MTSS Leadership Team, analyze data, provide input on strategies, give suggestions and feedback on interventions for students, holds 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, 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

**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 IOWA 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 the newly implemented Measures of Academic Progress (MAPS) for K-2. For Kindergarten students, Florida Kindergarten Readiness Screening (FLKRS) as well as MAP data is analyzed for differentiation of instruction. All grades use school-based standards assessments, grade level common assessments and English for Speakers of Other Languages (ESOL) testing data. FSA data for reading and math (grades 3-5) and Florida Comprehensive Assessment Test (FCAT) for 5th 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, curriculum resource teacher (CRT), guidance, reading specialist, language therapist, ESE teacher, instructional support, and school psychologist, will gather data from all testing and collaborate with classroom teachers and resource teachers, who have also disseminated data, and created a plan for each child in the lowest 20th percentile. SAC money will be utilized to fund a reading tutoring program for 3rd - 5th grade students who scored in the bottom 20th percentile on the FSA or below the 20th percentile on the IOWA for the 2014-15 school year for 3rd grade students. Certified teachers will tutor groups of no more than 8 in 45 minute sessions twice a week before school. This supplemental instruction will strengthen reading skills and strategies for these students which will result in increased student achievement.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Amanda Kliegl	Parent
Kristen Skinner	Teacher
Ellen Patterson	Teacher
Michaela Hannon	Parent
Nabila Hanbali	Business/Community
Monica Yu	Parent
Lisa Rivera	Teacher
Sarah Vasquez	Education Support Employee
Fresia Urdaneta	Principal
Lindsay Brown	Parent
Carolina Jimenez	Parent
Yaseria Acosta	Parent
Rosa Acevedo	Parent
Norelys Tejada	Parent
Raul Ceide	Business/Community
Sarah Braymer	Parent

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC conducts discussions 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 school improvement plan (SIP) reviews. For the 2014-15 school year the SAC voted to use SAC funds to provide tutoring for students in 4th and 5th grade who scored in the bottom 20th percentile on previous years' state assessments.

*Development of this school improvement plan*

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 School Improvement Plan (SIP) reviews.

*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 School Improvement Plan.

**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 supplement SAI funds.

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

Yes

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

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Patterson, Ellen	Other
Gordon, Melissa	Assistant Principal
Jones, Alyssa	Other
Rivera, Elizavet	Instructional Coach
Urdaneta, Fresia	Principal
Skinner, Kristen	Instructional Coach
Jaworski, Julie	Guidance Counselor

**Duties**

**Describe how the LLT promotes literacy within the school**

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. This year the school purchased Fountas and Pinnell as an intervention and screener for all students. Teachers will use the data from Fountas and Pinnell to help students choose reading programs on his/her 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.

## Public and Collaborative Teaching

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

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

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. A monthly schedule has been created to give teachers and grade levels the opportunity to plan per quin through a two hour uninterrupted block, in addition to their normal planning time. The staff is afforded professional development opportunities, including grade level specific training, while also being provided specific attention through the instructional coach.

### **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.

### **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.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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



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.

### **Instructional Strategies**

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

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 decided to purchase Fountas and Pinnell as our running record assessment which includes intervention kits for all grade levels. The school continued to fund a reading resource teacher for primary (K, 1, 2) 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.

Once 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 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, titled IStation and I-Ready, which operate at each student's level and assist with independent pacing growth, were also acquired to meet individual needs.

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 standards of Florida.

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".

***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 3rd, 4th, and 5th 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 IStation program provided by Orange County Public Schools.

**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**

Gordon, Melissa, melissa.gordon@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 amount of time spent on the program, accuracy rates, and areas of strengths and weakness.

**Student Transition and Readiness**

**PreK-12 Transition**

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



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

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 - 5 vertically plan to ensure students have been taught prior skills necessary for the upcoming grade level. Teachers collaborate to determine pre-requisite skills necessary for master in the upcoming grade.

### College and Career Readiness

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

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.

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

N/A

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

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.

**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 Project Lead the Way, 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 bi-lingual so that as they progress to middle school, they are able to take Advanced Placement classes that count towards high school language credits.

## Needs Assessment

## Problem Identification

### Data to Support Problem Identification

#### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

#### 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:

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### 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.

### 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.

## 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.** To increase the effectiveness of utilizing student data to inform instruction 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 the elements identified by the Marzano Instructional Framework. (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”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1.** To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps) **1a**

G072661

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** **2**

- School level instructional coaches; administrative team trained in the PLC process; district level training for school based coaches

**Targeted Barriers to Achieving the Goal** **3**

- Teacher understanding of the PLC process and the impact it has on providing strong standards based instruction equally to all students in all classes across a grade level

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

Monitor PLC common planning notes and unit planning checklists. Review grade-level lesson plans for common goals, scales, learning targets, and daily formative or summative assessments. 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**

Fresia Urdaneta

**Schedule**

Biweekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Team common planning notes and coach's logs posted to SharePoint site, 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 the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps) **1a**

G072662

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	70.0

**Resources Available to Support the Goal** **2**

- Marzano training materials
- Effective Educators website
- Instructional Management System (IMS)
- Standards-based instruction training
- CPalms
- PLC Common Planning Process

**Targeted Barriers to Achieving the Goal** **3**

- Teacher understanding of using the instructional framework to plan unit/lesson plans based on desired student outcome
- Knowledge of deconstructing of Florida State Standards for deeper understanding of expected learning targets and depth of knowledge required to demonstrate mastery

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

Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor of the standards and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data and state assessments.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**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, lobservation 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.** To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps) **1**

 G072661

**G1.B1** Teacher understanding of the PLC process and the impact it has on providing strong standards based instruction equally to all students in all classes across a grade level **2**

 B189601

**G1.B1.S1** Restructure teacher workday to provide daily team planning time. **4**

 S200937

### Strategy Rationale

More common planning time will allow more authentic collaboration and data analysis for more rigorous instruction.

### Action Step 1 **5**

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

#### Person Responsible

Melissa Gordon

#### Schedule

Daily, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

School master schedule indicating team planning time by grade level, as well as individual planning times

**Action Step 2** 5

Dedicate every Wednesday's common planning to discussing data

**Person Responsible**

Melissa Gordon

**Schedule**

Weekly, from 8/17/2015 to 7/6/2016

**Evidence of Completion**

PLC data notes, teacher data uploaded to SharePoint.

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

Monitor school schedule to ensure that teachers have uninterrupted individual planning as well as daily common team planning.

**Person Responsible**

Melissa Gordon

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Team common planning notes; coach's logs; PLC checklist of unit planning; PLC binders; daily school schedule

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

Monitor PLC common assessment data to ensure that the PLC process results in students having access to remediation, reinforcement, and enrichment at the end of every unit of study. Monitor the results of county and state standardized and diagnostic test data for student improvements in learning.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

PLC common assessment data spreadsheets; student scores on county and state standardized and diagnostic tests

**G1.B1.S2** Assign school based coaches to ensure a coach is available for every grade-level during all team planning times. 4

 S200938

### Strategy Rationale

Coaches and administration can build relationships with teams to facilitate the common planning process and provide maximum impact for student achievement.

### Action Step 1 5

School level coaches participate in district training for the PLC process. Coaches attend district trainings and return with knowledge they use to guide teachers through the process. Information can also be presented to teachers through school based PDs as needed.

#### Person Responsible

Elizavet Rivera

#### Schedule

Quarterly, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

Training materials, sign-in sheets

### Action Step 2 5

Coaches and administrators collaborate on a weekly basis to ensure that all participants are giving the same message, review grade level and school wide trends, and share structures of support.

#### Person Responsible

Fresia Urdaneta

#### Schedule

Weekly, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

Meeting notes and agendas, lobservation data, Coach's logs; School calendar;  
Documentation provided through Google Docs/Sheets



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

Review coach's logs and monitor team common planning meetings for adherence to the common planning process.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/17/2015 to 8/31/2015

**Evidence of Completion**

Common Planning unit checklists, coach's logs for grade level common planning time; Leadership team conversations regarding concerns and successes with the common planning process

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

Monitor PLC common planning notes and unit planning checklists. Review grade level lesson plans for common goals, scales, learning targets, and daily formative assessments. Conduct classroom walkthroughs and analyze student performance data to monitor whether instruction has improved as a result of the common planning meetings.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/31/2015 to 8/31/2015

**Evidence of Completion**

PLC common planning notes and unit checklists; Standards based common summative assessments for each unit; Grade level wide data analysis for all common assessments

**G2.** To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps) 1

G072662

**G2.B1** Teacher understanding of using the instructional framework to plan unit/lesson plans based on desired student outcome 2

B189604

**G2.B1.S1** Provide guidance and coaching for teachers through the common planning process for the best implementation of using and monitoring elements of the instructional framework based on the expected thinking and learning processes for each lesson. 4

S200939

### Strategy Rationale

Teachers will have a deeper understanding of the elements and their desired student outcomes to improve student achievement through rigorous instruction.

### Action Step 1 5

The administrative team will coach teachers through the common planning process utilizing the Backwards Design Model to create common assessments and standards-based lesson plans that incorporate best practices of the instructional framework.

#### Person Responsible

Fresia Urdaneta

#### Schedule

Weekly, from 8/17/2015 to 6/10/2016

#### Evidence of Completion

Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings

**Action Step 2** 5

Teachers will participate in Instructional Rounds and identify dominant elements during instruction. This information will be used during a debriefing which will increase implementation of best teaching practices.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Quarterly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

instructional round feedback form, lesson plans provided by teachers

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

Common planning attendance records, sign-in sheets, agendas, training materials and lesson plans will be reviewed

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

***Evidence of Completion***

Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings

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

Monitor teacher use of appropriate elements and strategies and monitoring of desired student outcomes during formal and informal observations and collaborate with teachers based on observation results.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Biweekly, from 9/8/2015 to 6/10/2016

**Evidence of Completion**

iObservation evaluations

**G2.B2 Knowledge of deconstructing of Florida State Standards for deeper understanding of expected learning targets and depth of knowledge required to demonstrate mastery 2**

 B189605

**G2.B2.S1 Implement a structured PLC planning process which includes standards based planning, creating and implementing common assessments, and common data analysis. 4**

 S200940

**Strategy Rationale**

With a structured process facilitated by coaches, teachers will become familiar with the state standards and be able to plan for lessons that effectively reach the depth of the standard.

**Action Step 1 5**

Creating and maintaining a structure for common planning that supports teachers as they become familiar with the intent and depth of the standard, create common assessments, implement common lesson plans with daily formative assessments, and analyze common data.

**Person Responsible**

Melissa Gordon

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings

**Action Step 2** 5

Expose teachers to both district and state supported resources that supplement teachers' understanding of the state standards and the depth of student learning required for each standard.

**Person Responsible**

Elizavet Rivera

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings

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

The administrative team will facilitate grade level common planning incorporating the Florida State Standards. School based coaches will lead grade level planning meetings to ensure that standards are being used as the basis of classroom instruction and that all teachers work together to have the same level of understanding of each standard.

**Person Responsible**

Fresia Urdaneta

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings

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

Classroom common assessments and observations will be monitored as well as county and state standardized and diagnostic test data to monitor the academic progress of all students with the new standards.

**Person Responsible**

Melissa Gordon

**Schedule**

Weekly, from 8/17/2015 to 6/10/2016

**Evidence of Completion**

Classroom summative and formative assessment data, state and district standardized and diagnostic data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Adjust school schedule to ensure that all teachers within a grade level share a common planning time to experience the PLC process.	Gordon, Melissa	8/17/2015	School master schedule indicating team planning time by grade level, as well as individual planning times	6/10/2016 daily
G1.B1.S2.A1	School level coaches participate in district training for the PLC process. Coaches attend district trainings and return with knowledge they use to guide teachers through the process. Information can also be presented to teachers through school based PDs as needed.	Rivera, Elizavet	8/17/2015	Training materials, sign-in sheets	6/10/2016 quarterly
G2.B1.S1.A1	The administrative team will coach teachers through the common planning process utilizing the Backwards Design Model to create common assessments and standards-based lesson plans that incorporate best practices of the instructional framework.	Urdaneta, Fresia	8/17/2015	Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings	6/10/2016 weekly
G2.B2.S1.A1	Creating and maintaining a structure for common planning that supports teachers as they become familiar with the intent and depth of the standard, create common assessments, implement common lesson plans with daily formative assessments, and analyze common data.	Gordon, Melissa	8/17/2015	Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings	6/10/2016 weekly
G1.B1.S1.A2	Dedicate every Wednesday's common planning to discussing data	Gordon, Melissa	8/17/2015	PLC data notes, teacher data uploaded to SharePoint.	7/6/2016 weekly
G1.B1.S2.A2	Coaches and administrators collaborate on a weekly basis to ensure that all participants are giving the same message, review grade level and school	Urdaneta, Fresia	8/17/2015	Meeting notes and agendas, lobservation data, Coach's logs; School calendar; Documentation provided through Google Docs/Sheets	6/10/2016 weekly

**Orange - 1191 - Hunters Creek Elementary - 2015-16 SIP**  
*Hunters Creek Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	wide trends, and share structures of support.				
G2.B1.S1.A2	Teachers will participate in Instructional Rounds and identify dominant elements during instruction. This information will be used during a debriefing which will increase implementation of best teaching practices.	Urdaneta, Fresia	8/17/2015	instructional round feedback form, lesson plans provided by teachers	6/10/2016 quarterly
G2.B2.S1.A2	Expose teachers to both district and state supported resources that supplement teachers' understanding of the state standards and the depth of student learning required for each standard.	Rivera, Elizavet	8/17/2015	Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings	6/10/2016 weekly
G1.MA1	Monitor PLC common planning notes and unit planning checklists. Review grade-level lesson plans for common goals, scales, learning targets, and daily formative or summative assessments. 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.	Urdaneta, Fresia	8/17/2015	Team common planning notes and coach's logs posted to SharePoint site, 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	6/10/2016 biweekly
G1.B1.S1.MA1	Monitor PLC common assessment data to ensure that the PLC process results in students having access to remediation, reinforcement, and enrichment at the end of every unit of study. Monitor the results of county and state standardized and diagnostic test data for student improvements in learning.	Urdaneta, Fresia	8/17/2015	PLC common assessment data spreadsheets; student scores on county and state standardized and diagnostic tests	6/10/2016 weekly
G1.B1.S1.MA1	Monitor school schedule to ensure that teachers have uninterrupted individual planning as well as daily common team planning.	Gordon, Melissa	8/17/2015	Team common planning notes; coach's logs; PLC checklist of unit planning; PLC binders; daily school schedule	6/10/2016 weekly
G1.B1.S2.MA1	Monitor PLC common planning notes and unit planning checklists. Review grade level lesson plans for common goals, scales, learning targets, and daily formative assessments. Conduct classroom walkthroughs and analyze student performance data to monitor whether instruction has improved as a result of the common planning meetings.	Urdaneta, Fresia	8/31/2015	PLC common planning notes and unit checklists; Standards based common summative assessments for each unit; Grade level wide data analysis for all common assessments	8/31/2015 weekly
G1.B1.S2.MA1	Review coach's logs and monitor team common planning meetings for adherence to the common planning process.	Urdaneta, Fresia	8/17/2015	Common Planning unit checklists, coach's logs for grade level common planning time; Leadership team conversations regarding concerns and successes with the common planning process	8/31/2015 weekly
G2.MA1	Analyze teacher lesson plans for inclusion of standards-based teaching aligned to depth and rigor of the standards and observe teachers for the use of Marzano teaching strategies. Monitor student progress through classroom PLC common assessment data and state assessments.	Urdaneta, Fresia	8/17/2015	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, lobservation data and student performance data	6/10/2016 weekly
G2.B1.S1.MA1	Monitor teacher use of appropriate elements and strategies and monitoring	Urdaneta, Fresia	9/8/2015	iObservation evaluations	6/10/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of desired student outcomes during formal and informal observations and collaborate with teachers based on observation results.				
G2.B1.S1.MA1	Common planning attendance records, sign-in sheets, agendas, training materials and lesson plans will be reviewed	Urdaneta, Fresia	8/17/2015	Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings	6/10/2016 weekly
G2.B2.S1.MA1	Classroom common assessments and observations will be monitored as well as county and state standardized and diagnostic test data to monitor the academic progress of all students with the new standards.	Gordon, Melissa	8/17/2015	Classroom summative and formative assessment data, state and district standardized and diagnostic data	6/10/2016 weekly
G2.B2.S1.MA1	The administrative team will facilitate grade level common planning incorporating the Florida State Standards. School based coaches will lead grade level planning meetings to ensure that standards are being used as the basis of classroom instruction and that all teachers work together to have the same level of understanding of each standard.	Urdaneta, Fresia	8/17/2015	Grade level common lesson plans, grade level common summative and formative assessments, PLC Common Planning checklist and coach logs for grade level common planning meetings	6/10/2016 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

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



## Professional Development Opportunities

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

**G1.** To increase the effectiveness of utilizing student data to inform instruction through teacher collaboration within Professional Learning Communities (PLCs). (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps)

**G1.B1** Teacher understanding of the PLC process and the impact it has on providing strong standards based instruction equally to all students in all classes across a grade level

**G1.B1.S2** Assign school based coaches to ensure a coach is available for every grade-level during all team planning times.

### **PD Opportunity 1**

School level coaches participate in district training for the PLC process. Coaches attend district trainings and return with knowledge they use to guide teachers through the process. Information can also be presented to teachers through school based PDs as needed.

#### **Facilitator**

School based Instructional Coaches

#### **Participants**

Instructional Staff

#### **Schedule**

Quarterly, from 8/17/2015 to 6/10/2016

**G2.** To improve standards-based instruction by effectively implementing the elements identified by the Marzano Instructional Framework. (Division Priority #1: Accelerate Student Performance; Division Priority #2 : Narrow Achievement Gaps)

**G2.B1** Teacher understanding of using the instructional framework to plan unit/lesson plans based on desired student outcome

**G2.B1.S1** Provide guidance and coaching for teachers through the common planning process for the best implementation of using and monitoring elements of the instructional framework based on the expected thinking and learning processes for each lesson.

### **PD Opportunity 1**

The administrative team will coach teachers through the common planning process utilizing the Backwards Design Model to create common assessments and standards-based lesson plans that incorporate best practices of the instructional framework.

#### **Facilitator**

Fresia E. Urdaneta, Melissa Gordon, Ellen Patterson, Lisa Rivera, Kristen Skinner, Nicole Villaverde

#### **Participants**

All instructional staff members

#### **Schedule**

Weekly, from 8/17/2015 to 6/10/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Adjust school schedule to ensure that all teachers within a grade level share a common planning time to experience the PLC process.</b>				<b>\$60,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3610	100-Salaries	1191 - Hunters Creek Elementary	General Fund		\$60,000.00
<i>Notes: Paying for a second coach in order to have a coach per grade level.</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Dedicate every Wednesday's common planning to discussing data</b>				<b>\$0.00</b>
<b>3</b>	<b>G1.B1.S2.A1</b>	<b>School level coaches participate in district training for the PLC process. Coaches attend district trainings and return with knowledge they use to guide teachers through the process. Information can also be presented to teachers through school based PDs as needed.</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3336	500-Materials and Supplies	1191 - Hunters Creek Elementary	General Fund		\$500.00
<i>Notes: copies from instructional materials for teachers</i>						
<b>4</b>	<b>G1.B1.S2.A2</b>	<b>Coaches and administrators collaborate on a weekly basis to ensure that all participants are giving the same message, review grade level and school wide trends, and share structures of support.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B1.S1.A1</b>	<b>The administrative team will coach teachers through the common planning process utilizing the Backwards Design Model to create common assessments and standards-based lesson plans that incorporate best practices of the instructional framework.</b>				<b>\$40,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	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		\$40,000.00
<i>Notes: Reading A-Z, resources for instructional materials for creation of common assessments</i>						
<b>6</b>	<b>G2.B1.S1.A2</b>	<b>Teachers will participate in Instructional Rounds and identify dominant elements during instruction. This information will be used during a debriefing which will increase implementation of best teaching practices.</b>				<b>\$0.00</b>

### Budget Data

7	G2.B2.S1.A1	Creating and maintaining a structure for common planning that supports teachers as they become familiar with the intent and depth of the standard, create common assessments, implement common lesson plans with daily formative assessments, and analyze common data.	\$0.00
8	G2.B2.S1.A2	Expose teachers to both district and state supported resources that supplement teachers' understanding of the state standards and the depth of student learning required for each standard.	\$0.00
<b>Total:</b>			<b>\$100,500.00</b>