2013-2014 SCHOOL IMPROVEMENT PLAN

Crystal Springs Elementary School

1200 HAMMOND BLVD
Jacksonville, FL 32221
904-693-7645
http://www.duvalschools.org/cse

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	69%

Alternative/ESE Center	Charter School	Minority Rate
No	No	56%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	C	C	B

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

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 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

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

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

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

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
Prevent	2	Wayne Green

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

Current School Status

School Information

School-Level Information

School
Crystal Springs Elem. School

Principal
Chiquita Maxwell V

School Advisory Council chair
Cynthia Cummins

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

Name	Title
Barbara Gerdes	Assistant Principal
Debra Mackey	Assistant Principal
Kim Tomlinson	Math Coach
Julianne Peck	Reading Coach

District-Level Information

District
Duval

Superintendent
Dr. Nikolai P Vitti

Date of school board approval of SIP
1/7/2014

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

The School Advisory Council for Crystal Springs Elementary is comprised of teachers, parents and business/community and our faith-based partner Trinity Baptist Church.

Involvement of the SAC in the development of the SIP

SAC reviews and the discusses the plan. The SAC members for encouraged to ask questions and provide feedback. SAC members are asked for input in the area for parent involvement, attendance and discipline.

Activities of the SAC for the upcoming school year

School Advisory Council activities are yet to be determined. The items listed below are items that will be up for discussion during upcoming SAC meetings.
School Safety
Parent Involvement

School Improvement Plan
Academic Family Nights
Safety Concerns
Technology Needs
Professional Development of Teachers

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

Yet to be determined.

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
3

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

Administrator Information:

Chiquita Maxwell V		
Principal	Years as Administrator: 12	Years at Current School: 2

Credentials	Undergraduate Education: B.S. in Early Childhood/Elementary, Virginia State University Graduate Degree: Masters in Educational Leadership from the University of North Florida. Certification: Educational Leadership K-12 and Elementary Education PreK-6 with ESOL endorsement. M.A. Educational Leadership- U.N.F. State of Florida Certified K-6 Elementary Education. B.S. Ed.
Performance Record	Principal of Crystal Springs Elementary 2012-1013: Grade C Reading Mastery 47%, Math Mastery 49%, Science Mastery 49%, Writing Mastery 43% (4+) AMO: No Principal of Greenland Pines Elementary 2011 – 2012: Grade A Reading Mastery 81%, Math Mastery 76%, Science Mastery 67%, Writing Mastery 86% (4+) AYP: Met Principal of Greenland Pines Elementary 2010 – 2011: Grade A Reading Mastery 88%, Math Mastery 93%, Science Mastery 69%, Writing Mastery 79% (4+). AYP: Met

Debra Mackey		
Asst Principal	Years as Administrator: 23	Years at Current School: 4

Credentials	M.A. Educational Leadership- U.N.F. State of Florida Certified K-6 Elementary Education. B.S. Ed.
Performance Record	Assistant Principal Crystal Springs Elementary School 2012-2013 School Grade C., Reading Mastery 47%, Math Mastery 49%, Science Mastery 49%, Writing Mastery 43% (4+) AMO: No Assistant Principal Crystal Springs Elementary School 2011-2012 School Grade C., Reading Mastery 55%, Math Mastery 48%, Science Mastery 43%, Writing Mastery 70% (4+) AYP: No Assistant Principal Crystal Springs Elementary School 2010-2011 School Grade C., AYP: No Assistant Principal Crystal Springs Elementary School 2009-2010 School Grade B, AYP: No. Assistant Principal Kernan Trail Elementary 2008-2009, School Grade A, AYP: No. Assistant Principal Samuel Wolfson High School 2006-2008, School Grade C, AYP: No. Principal Rutledge Pearson Elementary 2001-2006, School Grade D, AYP- No. Principal Mary McLeod Bethune Elementary 1994-2001 School Grade C. Principal Rufus Payne Elementary School 1992-1994, School Grade N/A. Assistant Principal Mayport Elementary, 1989-1992- School Grading N/A.

Barbara Gerdes		
Asst Principal	Years as Administrator: 3	Years at Current School: 2

Credentials	BA Elementary Education: 1-6 Elementary Education certification; ESOL Certification MA Educational Leadership: K-12 Educational Leadership Certification School Principal: All Levels
Performance Record	Crystal Springs Elementary School Assistant Principal School Grade: C 2012-2013 Reading Mastery 47%, Math Mastery 49%, Science Mastery 49%, Writing Mastery 43% (4+) AMO: No Kings Trail Elementary School Assistant Principal Grade: B 2011-2012: Reading: -52% Math 62% Writing 83% Science 50% AYP- No Kings Trail Elementary School Math Coach Grade: A 2010-2011: AYP- No Math: 68% proficient Math: Learning Gains: 70% Lowest 25% Making Learning Gains in Math: 70% Science: 50% Proficient 2009-2010: AYP- No Math : 63% proficient Math Learning Gains: 74% Lowest 25% Making Learning Gains in Math: 73% Science: 47% proficient 2008-2009 Windy Hill Elementary Instructional Coach School Grade B, AYP- NO 2003-2008 District Instructional Coach Served 50 schools. 2000-2003- Holiday Hill Instructional Coach School Grade increased from C to an A in 2000. Letter grade of A next two years. AYP- YES 1987-1999 Lake Forest Elementary- Primary Teacher

Instructional Coaches

# of instructional coaches
2

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

Instructional Coach Information:

Kimberly Tomlinson		
Full-time / District-based	Years as Coach: 1	Years at Current School: 27

Areas	Mathematics
Credentials	BA Elementary Education: 1-6 Elementary Education certification; ESOL Certification
Performance Record	Classroom Math Teacher Grade 3 Inclusion -2012-13 FCAT 2.0 Proficiency Rate (3+) 79% Classroom Math Teacher Grade 3- 2011-12 FCAT 2.0 Proficiency Rate (3+) 94% Star Teacher- Grade 2 and 3- 2010-11 FCAT Proficiency Rate Grade 3- 86% Technology Teacher- 1997-2010

Julianne Peck		
Full-time / District-based	Years as Coach: 6	Years at Current School: 1

Areas	Reading/Literacy
Credentials	BMed Music Education Certification in Music K-12, Elementary Education K-6, Early Childhood Education, Administration and Supervision 1-6, ESOL Endorsement Masters in Education: Administration and Supervision 1-6
Performance Record	District Cadre (Beginning Teacher Program/Professional Development) 2008 – 2013 Teacher Retention Data: 59 beginning teachers at 15 schools 2012-2013, 85% retention for 2013-2014

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
57, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
59, 100%

 # ESOL endorsed
30, 51%

 # reading endorsed
0, 0%

 # with advanced degrees
5, 8%

 # National Board Certified
3, 5%

 # first-year teachers
4, 7%

 # with 1-5 years of experience
5, 8%

 # with 6-14 years of experience
18, 31%

 # with 15 or more years of experience
32, 54%

Education Paraprofessionals

# of paraprofessionals
8

 # Highly Qualified
8, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
11

 # receiving effective rating or higher
0%

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

1. Partner new teachers with seasoned staff in core content areas. Create & Implement (MINT) Support Teams.
2. Cadre coach assigned to school meets with Mentoring and Induction for Novice Teachers (MINT) teachers to complete portfolios and assist PDF.
3. Monthly professional development with our CSE personnel.
4. Weekly participation within grade level team planning communities to organize instruction and analyze student portfolio work. Grade Level teams group students according to assessment data and tier instruction to tailor academic approaches.
5. Participation in content focused Professional Learning Communities (PLC) to plan instruction and analyze student work.
6. Bi-weekly professional development trainings/book talks.
7. Implementation of a professional learning groups: small 3-6 person PLC groups will meet with math and reading instructional coaches to discuss data, next steps, MTSS strategies and/or observe peers to improve instructional practices.

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

The MINT program guidelines will serve as the framework for which mentoring and specific professional development is given to meet the specific needs of each mentee.
Based on the level of proficiency that each mentee demonstrates within the 6 Educator Accomplished Practices, their needs will be identified and the mentor teachers will provide support and guidance through; modeling, early dismissal day trainings, and classroom observations/feedback by their mentor/partner.
The mentor/partner will meet with the highly qualified veteran teacher who has achieved successive gains through her years of instruction biweekly to discuss evidence-based strategies for each curricular domain. The mentor is given release time to observe the mentee.

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

Subject area teachers meet weekly by each grade for a common planning meeting. A portion of each meeting focuses on the analysis of student data such as common formal/informal assessments of essential learning outcomes. Students not meeting the expected outcomes are noted and discussion is focused on quick interventions available to reteach and assess. This common planning meeting also includes a common understanding of standards taught, clearly defined learning outcomes and ensures instructional fidelity.
Students identified through this system of review are monitored for successfully reaching the expected outcome or placed in a protocol to receive more intensive remediation. Additionally, this group has previously has identified students scoring below satisfactory levels on the previous FCAT and district baseline assessments. The grade level team is responsible for identifying specific areas needing additional instruction support for the individual student. This is the place the initial flag is made to identify students in need of an individual instruction plan to determine if this is a short term need or will require more extensive support.
The information from the subject area grade level teachers is brought to a school-wide team for review. The grade level teams will meet to review and revise this list at each common planning meeting. A student may be placed in Tier 2 after initial intervention is provided in class and the results did not show improvement.

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

A grade-level representative brings the individual student data after the initial Tier 1 intervention to the school-based committee. This committee is comprised of grade-level representatives, V.E. teachers, and members of the administrative team. The team will initially meet twice monthly to ensure students in need of timely intervention based on baseline data are addressed. This will also provide time to monitor initial intervention progress and not allow students to remain in a tier if increased intervention is required.This committee will utilize established protocols for monitoring progress and making referrals for formal evaluation as needed.

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

The school-level committee utilized a RTI checklist to explore common beliefs about student learning, the need to identify students for additional support, understanding of the need for using research-based interventions, and the importance of monitoring student progress during the intervention. Information from the checklist will be taken back to the grade-level for discussion to continue to explore the tenants of effective RTI. A PLC will be formed to increase the understanding of how RTI is a school-wide process that takes collective responsibility to ensure all students learn.

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

Classroom teachers use a data sheet to identify students for Tier 1. Baseline data is gathered from Inform with FCAT and CGA baseline assessment data. The teacher makes instructional decisions for lesson planning, instructional delivery, small groups, and tasks based upon the data. Teachers discuss this data at the common planning meetings. Additional review comes after informal/formal assessments are made and need for additional instruction/practice is determined. This transitions into Tier 2. The student is placed on a monitoring plan to check to see if a timely response provides needed support for attaining the desired learning outcome. Again, the grade level teachers are monitoring and discussing the intervention. After it is determined further support is required, a more intense plan is created and implemented. The school-based team continues to monitor the reported progress. The monitoring data can be provided by teacher charting or in a format provided through digital sources.

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

In addition to a school PLC to increase understanding of how RTI supports all learner, all teachers will be provided feedback about how interventions are affecting student mastery of standards in core subject areas. Capacity will be built to provide collaborative intensive support for Tier 3 students. Parents will have the opportunity to learn more about how to help their child at home through a variety of parent nights. The use of parent contacts also is an opportunity to provide feedback to parents about student education plans and progress. This communication strengthens support for the student and makes the parent aware of areas of need before a formal evaluation process is initiated.

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:

Students are selected based on classroom assessment for remediation in the CSE after-school tutoring program. The selected students in grades 3-5 may attend one or two days per week for support in the core subjects of math and reading.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Bi-weekly mini-assessments based on the standard or benchmark being remediated are given and analyzed.

Who is responsible for monitoring implementation of this strategy?

Teachers provide data from assessments to administrators for review. Information is also shared with students' classroom teacher.

Literacy Leadership Team (LLT)

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

Name	Title
Julianne Peck	Reading Coach
Alison Bennett	Second Grade
Linda Horton	Third Grade
Nancy Kidd	Kindergarten
Kristin Ising	Fourth Grade
Rebecca Osteen	Fifth Grade

How the school-based LLT functions

The school based LLT will meet monthly to review assessment data, diagnostic data and progress monitoring data. The LLT will address the instructional rigor in the reading and writing curricula and how the curriculums are implemented across grade levels. The team will discuss instructional strategies that can be used to increase student learning. The professional development needs will be based on the LLT discussion. This information will be shared within our faculty PLC to provide common core gains/targets as a school body.

Major initiatives of the LLT

Within our daily instruction we will be utilizing the new district curriculum guides and CGA assessments quarterly. In addition all classrooms will implement the Gradual Release of Responsibility Model, Common Board Configuration, and use of an essential question to focus and guide our instruction. Student discussions and learning activities will be based on the higher levels of Bloom's taxonomy and Webb's Depth of Knowledge to ensure a true understanding of the topic and/or concept being taught. Increasing the consistency with which teachers chart strategies taught in class should make the learning/

environment more authentic. All K-5 Literacy classrooms are expected to provide high quality, rigorous instruction. Teachers will meet regularly during Professional Learning Communities to discuss reading & writing skill focus points and plan instruction based on the Common Core State Standards. Differentiated Instruction- Teachers will regularly use data from assessments to form small groups and guide instruction. Students will participate in differentiated centers based on individual needs. The Language Literacy Intervention (LLI), Fountas & Pinnell, will be used as a small group intensive reading intervention program.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers in the core subjects of Reading, Writing, Math, Science and Social Studies provide explicit vocabulary instruction of content-based instruction. Students will use an Interactive Response Journal as a resource for vocabulary acquisition. Students will participate hands-on, interactive strategies to acquire new vocabulary. During Common Planning sessions, teachers will discuss vocabulary strategies to use across content areas to help 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

To help prepare Crystal Springs Elementary students for Kindergarten, all students and their parents are invited to an informal "Meet and Greet" orientation session during preplanning. This experience provides families and kindergarten students a non-threatening opportunity to visit the school and develop initial relationships with their teachers.

Within the first 45 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS), the first two measures of the Florida Assessment in Reading (FAIR) for kindergarten (Letter Naming Fluency and Initial Sound Fluency) to gather information on a child's development in emergent literacy. In addition, students are assessed on their abilities in reading, mathematics, science and writing using the Curriculum Guide Assessment Baseline, IOWA Reading and the iReady Math Assessment. The results from these assessments are used to group students for differentiated instruction in order to provide immediate intensive intervention.

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	64%	44%	No	68%
American Indian				
Asian	73%	50%	No	75%
Black/African American	57%	37%	No	61%
Hispanic	63%	41%	No	66%
White	68%	51%	No	71%
English language learners	58%	11%	No	63%
Students with disabilities	50%	35%	No	55%
Economically disadvantaged	57%	35%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	25%	45%
Students scoring at or above Achievement Level 4	149	30%	40%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		17%
Students scoring at or above Level 7	16	64%	69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	252	50%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	72	57%	65%

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)	15	48%	55%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	10	32%	40%

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	65	43%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	31	18%	40%

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	60%	49%	No	64%
American Indian				
Asian	75%	68%	No	78%
Black/African American	52%	40%	No	57%
Hispanic	72%	58%	No	75%
White	63%	51%	No	66%
English language learners	70%	44%	No	73%
Students with disabilities	51%	28%	No	56%
Economically disadvantaged	54%	41%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	136	27%	64%
Students scoring at or above Achievement Level 4	91	18%	28%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		13%
Students scoring at or above Level 7	17	68%	73%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	348	69%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	86	68%	75%

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	174	49%	55%
Students scoring at or above Achievement Level 4	27	16%	23%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		5%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		71%

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	75	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	53	5%	3%
Students who are not proficient in reading by third grade	101	64%	36%
Students who receive two or more behavior referrals	12	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	9	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

Crystal Springs Elementary would like to achieve parental involvement in one-on-one parent/ teacher conferencing at 70% or higher. Resources to meet this goal would include phone conferences, notes in student planners, and e-mail for parents who are not able to come to the school in person. Possible barriers to the goal are time availability, lack of technology available to parents, and a lack of response from parents.
Crystal Springs Elementary will hold parent nights throughout the year focused on curriculum, standards, and strategies for parents to use with students at home to increase academic success.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase attendance at parent conferences by 20%.	500	50%	70%
Increase parent attendance at CSE Family Nights by 20%	200	15%	35%

Area 10: Additional Targets

Additional targets for the school

Create an environment that provides a safe learning environment for all students.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase the percentage of students, faculty, and staff that feel safe at school.		80%	85%

Goals Summary

G1. Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.

G2. To decrease student tardiness and student absences by 10%.

G3. To increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 20% or more at each grade level. To increase the percentage of students scoring at level 4 or higher by at least 5% at each grade level.

G4. To Increase the number of students scoring a 3.5 or above on the FCAT writing 2.0 by 37%, and students scoring a 4.0 or above on the FCAT writing 2.0 by 22% through integration of writing in all subject areas daily.

G5. To increase the percentage of students scoring level 3 on the 2014 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2014 5th grade Science FCAT by 7%.

G6. To reduce student behavior referrals (2 or more) that results in suspension.

G7. .To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment

G8. To increase the percentage (3 or above) on the 2014 Spring Mathematics FCAT 2.0 by 20% or more at each grade level. Increase the percentage of students scoring at level 4 and above by 10% at each grade level.

Goals Detail

G1. Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.

Targets Supported
- Additional Targets

Resources Available to Support the Goal
- CHAMPS procedures Second Step Bullying Curriculum Guidance Counselor Mentors Fun Club: Building Character Security Personnel

Targeted Barriers to Achieving the Goal
- Instructional time for Bullying lessons

- Visitors not following school procedures

Plan to Monitor Progress Toward the Goal

Parent and Staff Surveys

Person or Persons Responsible
Administrators, Foundations team, and Security Paraprofessionals

Target Dates or Schedule:
End of the Year

Evidence of Completion:
Visitor logs, Early Dismissal Agendas, Visitors Log,

G2. To decrease student tardiness and student absences by 10%.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Monitor absences and tardiness through GENESIS, generate listing of students with aggressive absences and tardiness will be contacted bi-weekly

Targeted Barriers to Achieving the Goal
- Parents are not bringing their children to school on time.
- Students are walking extra slow school, even though the parents share they leave home in ample enough time via walker

Plan to Monitor Progress Toward the Goal

The generated list of students with excessive and tardiness will be monitored and parents will be contacted as infractions occur.

Person or Persons Responsible
Guidance Counselor, ESE Liaison, Teachers

Target Dates or Schedule:
Bi-Weekly

Evidence of Completion:
Reduction of absences and tardiness on monitored listing for students with excessive tardiness and absences

G3. To increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 20% or more at each grade level. To increase the percentage of students scoring at level 4 or higher by at least 5% at each grade level.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- 1. District Specialists
- 2. School Based Coaches
- 3. Program materials
- 4. District Curriculum Guides
- 5. Coaches Academy
- 6. Teacher Academy
- 7. Success Maker
- 8. FCRR Resources
- 9. Common Planning sessions

Targeted Barriers to Achieving the Goal

- Some students enter class with a lack of background knowledge
- Teachers have a need to increase knowledge/pedagogy

Plan to Monitor Progress Toward the Goal

Monitor CGA and DAR administration and data collection; FCAT 2.0 data

Person or Persons Responsible
District ELA Specialists

Target Dates or Schedule:
August 2013 - June 2014

Evidence of Completion:
An increase in students' reading level and proficiency.

G4. To Increase the number of students scoring a 3.5 or above on the FCAT writing 2.0 by 37%, and students scoring a 4.0 or above on the FCAT writing 2.0 by 22% through integration of writing in all subject areas daily.

Targets Supported

- Writing

Resources Available to Support the Goal

- Vocabulary instruction

- Modeled instruction through shared writing

- Conventions instruction

- Craft lessons

Targeted Barriers to Achieving the Goal

- Language development

- Limited exposure to genres of writing

Plan to Monitor Progress Toward the Goal

Use rubrics to assess writing samples

Person or Persons Responsible
Teachers

Target Dates or Schedule:
weekly

Evidence of Completion:
Successful rubrics and data collected

G5. To increase the percentage of students scoring level 3 on the 2014 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2014 5th grade Science FCAT by 7%.

Targets Supported

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Science Morning Videos

- Science Focus Presentations and Assemblies

- Science Fair

- Science Parent Night

- Interactive Word Wall

- Interactive Journals

Targeted Barriers to Achieving the Goal

- Lack of students' prior knowledge.

- Student Misconceptions

Plan to Monitor Progress Toward the Goal

Students will demonstrate growth in their ability to use critical thinking when answering higher-order questions in interactive journals, teacher assessments, and CGA's.

Person or Persons Responsible
Teachers

Target Dates or Schedule:
On-going

Evidence of Completion:
Interactive journals, lesson plans, CGA scores and grades

G6. To reduce student behavior referrals (2 or more) that results in suspension.

Targets Supported
- EWS
- EWS - Elementary School

Resources Available to Support the Goal
- Preventative measures: (1) Teachers will have rituals and routines in place. (2) A positive classroom climate in which students understand expectations and be successful academically and behaviorally. (3)Structuring the classroom to promote desirable behaviors. (4) Establish a good rapport with parents and students. (5) CHAMPS training for teachers (6) Positive praise to students or individual specific praise to students as often as possible.

Targeted Barriers to Achieving the Goal
- No home school connection
- Lack of Parental Guidance/Supervision

Plan to Monitor Progress Toward the Goal

GENESIS program, teacher observation

Person or Persons Responsible
Administration, Guidance Counselor, ESE Liaison, Teachers, Social Worker

Target Dates or Schedule:
Monthly or as much needed

Evidence of Completion:
A decline in behavior referrals with students (2 or more referrals)

G7. .To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment

Targets Supported

Resources Available to Support the Goal
- Unique learning system curriculum - a specialized curriculum developed for students with significant cognitive disabilities
- PCI Reading Program - a research-based curriculum that helps turn non-readers into successful readers, specifically aimed at students with significant developmental disabilities.
- Sonday Reading Program - a research based reading curriculum that is specifically designed to teach pre-readiness skills to students with significant developmental disabilites
- Boardmaker and the use of visual strategies
- Use of the Smart Board in the classroom.

Targeted Barriers to Achieving the Goal
- The test format is a major obstacle we face. The FAA has very long directions. Students have to be able to look at three choices and choose the best answer. This is difficult for our lower level students and for the students who have problems focusing. The FAA also uses very technical and precise vocabulary .

Plan to Monitor Progress Toward the Goal

Teachers will observe students as they take the USL pre/post test, and the Curriculum guide assessment test in Sept. to determine if they are listening to all direction, looking al all choices before making a selection and understanding the vocabulary on the test.

Person or Persons Responsible
SLA teachers

Target Dates or Schedule:
ULS pre/post test -monthly CGA -September

Evidence of Completion:
Checklist

G8. To increase the percentage (3 or above) on the 2014 Spring Mathematics FCAT 2.0 by 20% or more at each grade level. Increase the percentage of students scoring at level 4 and above by 10% at each grade level.

Targets Supported

- 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

- 1. District Math Specialist

- 2. School Based Math Coach

- 3. Classroom Teachers

- 4. District Curriculum Guides

- 5. Envision/Investigations Materials

- 6. iReady

- 7. SuccessMaker

Targeted Barriers to Achieving the Goal

- Teachers' lack of rigorous targeted mathematic instruction.

- Students' lack of background knowledge.

Plan to Monitor Progress Toward the Goal

Curriculum Guide Assessments (baseline and post) will be administered to students in all grade levels. Curriculum Guide Quarterly Assessments will be given to students in grades 2-5. The quarterly assessment scores will be analyzed and compared to the correlating baseline scores of each standard to determine rigorous success and areas for reteaching and small group instruction and to ensure the same success on the Spring 2014 FCAT 2.0. Monitoring of Quarterly Curriculum Guide Assessments to ensure growth. Analyzing previous years Math FCAT 2.0 data to see if any trends or consistent weaknesses are addressed.

Person or Persons Responsible

Adminstration Teachers Math Coach Math Specialist

Target Dates or Schedule:

-Quarter 1 CGA Results -Quarter 2 CGA Results -Quarter 2 CGA Results - Spring FCAT 2.0

Evidence of Completion:

-Quarterly scores will increase compared to their correlated baseline scores. -Increase of 20% proficiency (3+) for each grade level in mathematics on Spring 2014 FCAT 2.0 -Increase the number of Level 4 and Level 5's on the Spring FCAT 2.0 by 10%

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.

G1.B3 Visitors not following school procedures

G1.B3.S1 Monitor (Security personnel) all outside doors before, during, and after school.

Action Step 1

School security paraprofessionals will check doors at various times throughout the day to make sure they are locked and closed.

Person or Persons Responsible

Security Paraprofessionals

Target Dates or Schedule

Daily

Evidence of Completion

Doors will remain closed and all visitors to the campus will be directed to the main office.

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

Security Paraprofessionals will check outside doors randomly throughout the day.

Person or Persons Responsible

security paraprofessionals

Target Dates or Schedule

daily

Evidence of Completion

All outside doors will be locked and secure during each check.

Plan to Monitor Effectiveness of G1.B3.S1

Security personnel will monitor doors throughout the day.

Person or Persons Responsible

Security personnel

Target Dates or Schedule

Daily- various times

Evidence of Completion

All outside doors will be locked and closed.

G1.B3.S2 Develop a system using colored-coded visitors passes each day.

Action Step 1

Use color-coded visitors passes for all visitors to the campus. Rotate the passes daily so that badges can not be reused.

Person or Persons Responsible

Office staff

Target Dates or Schedule

Daily

Evidence of Completion

All visitors will wear current badge and sign into visitor log.

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

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

Person or Persons Responsible

Administrators, Security Paraprofessionals, and staff

Target Dates or Schedule

Daily

Evidence of Completion

Visitors log

Plan to Monitor Effectiveness of G1.B3.S2

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

Person or Persons Responsible

All Staff

Target Dates or Schedule

Daily

Evidence of Completion

Visitor's Log

G1.B3.S4 Provide staff training on safety procedures throughout the school year.

Action Step 1

Provide professional development on safety procedures, school safety plan and Second Step bullying lessons.

Person or Persons Responsible

All staff will be provided training during the school year.

Target Dates or Schedule

Early Dismissal Day

Evidence of Completion

Foundations team will create a school safety plan, visitors log, and teacher lesson plans the include Second Step.

Facilitator:

Administrators and guidance counselor.

Participants:

All Staff

Plan to Monitor Fidelity of Implementation of G1.B3.S4

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

Person or Persons Responsible

Administrators, Security Paraprofessionals and Guidance Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Visitor logs, Early Dismissal Agendas, Visitors Log,

Plan to Monitor Effectiveness of G1.B3.S4

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

Person or Persons Responsible

Administrators, Security Paraprofessionals and Guidance Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Visitor logs, Early Dismissal Agendas, Visitors Log,

G2. To decrease student tardiness and student absences by 10%.

G2.B1 Parents are not bringing their children to school on time.

G2.B1.S1 Create an environment focused on learning. Make the beginning of class important. Help students and parents understand the importance of coming to class and how missing school can impact their grade.

Action Step 1

Apply the rules of the Code of Student Book and be consistent

Person or Persons Responsible

Guidance Counselor, ESE Liaison

Target Dates or Schedule

Review absences and tardiness every 2 weeks

Evidence of Completion

Excessive absence and tardiness information that has complied bi-weekly

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

Compile names of students with excessive absences and tardiness. The form will address dates of the infraction, contact with the parent and their responses.

Person or Persons Responsible

Guidance Counselor and ESE Liaison

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Generated data collected bi-weekly of students with excessive tardiness and absences

Plan to Monitor Effectiveness of G2.B1.S1

Reduction of absences and tardiness

Person or Persons Responsible

Guidance Counselor, ESE Liaison, teachers

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

The generated list of students with excessive absences and tardiness, along with parent contact log

G2.B1.S2 Use of detention. Students will need to make up instructional time due to absences or tardiness.

Action Step 1

Ensure that parents are aware of the consequences when their children have excessive tardiness and absences.

Person or Persons Responsible

Guidance Counselor. ESE Liaison, Security Paraprofessional

Target Dates or Schedule

As soon as students become eligible of being excessive late or absent

Evidence of Completion

Parent will begin to sure that their children are not late or absent from school

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

A log will kept of those students who have received some type of detention, administrative referral

Person or Persons Responsible

Guidance Counselor and ESE Liaison

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Logs, Parental Contact, Administrative Referrals

Plan to Monitor Effectiveness of G2.B1.S2

A decrease in student absences, tardiness, and detention

Person or Persons Responsible

Guidance Counselor, Teachers, ESE Liaison

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

A decrease in student absences, tardiness, and detention

G2.B2 Students are walking extra slow school, even though the parents share they leave home in ample enough time via walker

G2.B2.S1 Use of consistent consequences. 1st consequence (4th tardy) - Teacher/student intervention - interventions may be verbal, electronic,written, etc. The consequence is a teacher warning - student notified of consequences for the tardy 2nd consequence (5th tardy) - Teacher/student/parent intervention- interventions may be verbal, electronic, written, etc. The tteacher notifies parent/guardian and student about tardy behavior. A tardy contract with the student is developed. (A copy of the contract is sent home to parent.) 3rd consequence (6th tardy; Administrative referral) - The Disciplinary referral with code 1.05 is entered into Genesis System. 4th consequence (7th tardy; Administrative referral) - Student will earn detention (before school, after school, Saturday, cafeteria) or work assignments. 5th consequence (8th tardy; Administrative referral) - Includes any formal discipline outlined in the Code of Student Conduct.

Action Step 1

Counseling - arrange for parent/guardian or student assistance if needed Activities - hold early bird activities that draw students to school before it starts

Person or Persons Responsible

Counselor, teachers, resource teachers

Target Dates or Schedule

When the student receives there first tardy with the warning from the teacher or the second tardy (preventive measure; to address tardiness before it comes habit forming.

Evidence of Completion

Student tardiness has decreased significantly or stopped completely.

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

Contact parents and share with them that their child needs to more closely monitored as they walked to school , walk with their child to school to time them, make adjustments to the time they leave from home, or find other ways for student to school.

Person or Persons Responsible

Counselor, teachers

Target Dates or Schedule

After second tardy has occurred

Evidence of Completion

Decline of tardiness

Plan to Monitor Effectiveness of G2.B2.S1

Rewards - such as a teacher-student ice cream social for those with on-time record, Clubs - Sunshine club with breakfast (monthly) for those with on-time record, Awards - for on-time behavior with posters, stickers, certificates and/or prizes.

Person or Persons Responsible

Administration, counselor, teachers

Target Dates or Schedule

Determined by teacher, counselor, administration, and how the number who have not improved or not improved their tardiness

Evidence of Completion

CRT operator and tracking record

G3. To increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 20% or more at each grade level. To increase the percentage of students scoring at level 4 or higher by at least 5% at each grade level.

G3.B4 Some students enter class with a lack of background knowledge

G3.B4.S1 All teachers (K-5) will implement the DCPS Instructional Framework Model (Gradual Release: to include Introduction, I Do, We Do, They Do, You Do, Closure) as well as other district initiatives with fidelity.

Action Step 1

Teachers will deliver appropriately-paced lessons that allow all students sufficient opportunity to practice new skills and strategies.

Person or Persons Responsible

ELA Teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, student work samples, CGA and grade level assessments

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Participate in professional development opportunities to understand how to effectively implement the DCPS Instructional Framework Model and other district initiatives in each classroom with fidelity.

Person or Persons Responsible

ELA Teachers, School Based Reading Coach, District ELA Specialists

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Common Planning Time minutes, lesson plans, student work samples, CGA and grade level assessments, FCAT 2.0, Anecdotal notes

Plan to Monitor Effectiveness of G3.B4.S1

Lesson Plans (to include DCPS Instructional Framework Model), Classroom walkthroughs, Formal/ Informal Observations, quarterly data chats, common planning time meeting minutes, DCPS Coaching Cycle Feedback forms

Person or Persons Responsible

Administration, School based Reading Coach

Target Dates or Schedule

October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Curriculum Guide Assessments, DAR, Grade level assessments, FCAT 2.0

G3.B4.S2 All ELA teachers (K-5) will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotation, etc.

Action Step 1

Analyze current data during common planning in order to develop lesson plans with differentiated instruction for all students (small groups, centers, home learning, daily work).

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson plans, Common planning notes/minutes, centers activities, home learning

Plan to Monitor Fidelity of Implementation of G3.B4.S2

Differentiate instruction daily based on individual students' needs through the implentation of center rotations, leveled tasks, and/or tiered learning activities

Person or Persons Responsible

ELA teachers, School Based Reading Coach, District ELA Specialists

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common Planning Time minutes, lesson plans, student work samples, CGA and grade level assessments, FCAT 2.0, Anecdotal notes

Plan to Monitor Effectiveness of G3.B4.S2

Lesson Plans (to include DCPS Instructional Framework Model), Classroom walkthroughs, Formal/ Informal Observations, quarterly data chats, common planning time meeting minutes, DCPS Coaching Cycle Feedback forms

Person or Persons Responsible

Administration, School Based Reading Coach

Target Dates or Schedule

October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Curriculum Guide Assessments, DAR, Grade level assessments, FCAT 2.0

G3.B4.S3 All ELA teachers (K-5) will participate in professional development opportunities to support effective and differentiated vocabulary instruction strategies for all students.

Action Step 1

Participate in professional development on computer-based vocabulary instruction to meet the needs of all students

Person or Persons Responsible

ELA teachers and Content area teachers

Target Dates or Schedule

August 2013-2014

Evidence of Completion

Common Planning Time minutes, Early Dismissal Day agendas, lesson plans

Facilitator:

School based Reading Coach, District ELA Specialists

Participants:

ELA teachers

Plan to Monitor Fidelity of Implementation of G3.B4.S3

Ensure weekly access to computer-based vocabulary strategies based on individual students' needs

Person or Persons Responsible

ELA teachers, School based Reading Coach, District ELA Specialists

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Common planing time meeting minutes, lesson plans, student work samples, CGA and Grade level Assessments, FCAT 2.0, Anecdotal notes

Plan to Monitor Effectiveness of G3.B4.S3

Lesson Plans (to include DCPS Instructional Framework Model), Classroom walkthroughs, Formal/ Informal Observations, quarterly data chats, common planning time meeting minutes, DCPS Coaching Cycle Feedback forms

Person or Persons Responsible

Adminstration, School Based Reading Coach

Target Dates or Schedule

October 2013, January 2014, April 2014, June 2014

Evidence of Completion

Curriculum Guide Assessments, DAR, grade level assessments, FCAT 2.0

G3.B5 Teachers have a need to increase knowledge/pedagogy

G3.B5.S1 All ELA teachers will participate in Professional Development provided during Common Planning and/or Early Dismissal sessions. Professional Development will include instruction on the Instructional Framework, Gradual Release model, reading strategies, Literacy centers and/or Common Board Configuration.

Action Step 1

Participate in Professional Development sessions that will increase their content knowledge in strategies to increase student achievement in reading and/or writing.

Person or Persons Responsible

ELA teachers, school-based ELA Reading Coach, district ELA Reading Specialist(s)

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, student work, common planning notes, EDD agendas

Facilitator:

school based Reading Coach, district ELA Specialist(s), administrators

Participants:

all ELA teachers

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

Plan and implement strategies discussed during common planning/early dismissal training

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Lesson plans, common planning minutes, early dismissal agendas

Plan to Monitor Effectiveness of G3.B5.S1

Lesson Plans to ensure fidelity with Common Board Configuration, Gradual Release model, the Instructional Model and additional topics taught to improve reading instruction.

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

CGA, Grade level assessments, DAR, CAST observations

G4. To Increase the number of students scoring a 3.5 or above on the FCAT writing 2.0 by 37%, and students scoring a 4.0 or above on the FCAT writing 2.0 by 22% through integration of writing in all subject areas daily.

G4.B3 Language development

G4.B3.S1 Vocabulary instruction in all academic areas.

Action Step 1

Update and maintain organized word walls and lead word wall activities during lessons

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Use of vocabulary in writing

Action Step 2

Integrate vocabulary rich mentor texts into lessons

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

Daily/Weekly

Evidence of Completion

Use of new vocabulary in journal entries and conversation

Action Step 3

Implement the use of graphic organizers into vocabulary instruction

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

weekly

Evidence of Completion

completed graphic organizers, evidence of new vocabulary usage in writing and conversation

Plan to Monitor Fidelity of Implementation of G4.B3.S1

Monitor the use of new vocabulary in both written and oral responses.

Person or Persons Responsible

Teacher

Target Dates or Schedule

Daily

Evidence of Completion

Assessments, teacher observations

Plan to Monitor Effectiveness of G4.B3.S1

Create assessments and reteach as needed

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Student test scores, student writing samples, oral conversations

G4.B3.S2 Opportunities to use new vocabulary in real life settings.

Action Step 1

model use of new vocabulary in daily shared writing

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

daily

Evidence of Completion

students' published pieces

Action Step 2

Spotlight students using new vocabulary

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule

daily

Evidence of Completion

Rough drafts and finished pieces

Plan to Monitor Fidelity of Implementation of G4.B3.S2

Model vocabulary usage in daily classroom conversation in all subject areas

Person or Persons Responsible

Teacher and Student

Target Dates or Schedule

daily

Evidence of Completion

Teacher observation

Plan to Monitor Effectiveness of G4.B3.S2

Teachers model and encourage vocabulary rich conversations during all interaction.

Person or Persons Responsible

Teachers and Students

Target Dates or Schedule

daily

Evidence of Completion

Teacher and peer observations and writing samples.

G4.B3.S3 Accountable talk to include new vocabulary.

Action Step 1

Students usage of new vocabulary in peer conversations and written assignments.

Person or Persons Responsible

Teacher and Student

Target Dates or Schedule

daily

Evidence of Completion

Teacher observation

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Include time in lessons for turn and talk and other peer interactions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

daily

Evidence of Completion

Teacher and peer observations

Plan to Monitor Effectiveness of G4.B3.S3

Observe accountable talk between students during lessons

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

use of new vocabulary by students in conversation with peers

G4.B4 Limited exposure to genres of writing

G4.B4.S1 Increased exposure to different genres of mentor text during reading and writing lessons.

Action Step 1

Research and access to different genres of vocabulary rich mentor text, including realistic fiction, fantasy, nonfiction, informational, expository essays, procedural and poetry.

Person or Persons Responsible

School administration, teachers and students

Target Dates or Schedule

daily

Evidence of Completion

student knowledge of different genres of writing and the writing techniques for each genre displayed in their writing journals.

Plan to Monitor Fidelity of Implementation of G4.B4.S1

Mentor text displayed in classroom library and evidence of use in lesson plans and student writing journals.

Person or Persons Responsible

Teacher

Target Dates or Schedule

daily

Evidence of Completion

Student's use of new vocabulary in different genres of writing.

Plan to Monitor Effectiveness of G4.B4.S1

Use of rubrics to assess student's writing samples.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Completed rubrics meeting standards

G5. To increase the percentage of students scoring level 3 on the 2014 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2014 5th grade Science FCAT by 7%.

G5.B3 Lack of students' prior knowledge.

G5.B3.S1 Teachers will be providing resources for teacher training.

Action Step 1

Teachers will work together during common planning to develop a deeper understanding of science standards.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

On going

Evidence of Completion

CGA; rubric, checklist

Facilitator:

Coaches, science teachers, and administrators

Participants:

Teachers

Action Step 2

Lead science teacher will attend district training to develop better teaching strategies.

Person or Persons Responsible

Science committee

Target Dates or Schedule

Early dismissal

Evidence of Completion

Certificates; presentations

Facilitator:

District science specialists

Participants:

Lead science teacher

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Teachers will use CGA's, checklist, rubrics, interactive journals to assess student comprehension of content.

Person or Persons Responsible

Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Student test scores

Plan to Monitor Effectiveness of G5.B3.S1

Student growth

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

On-going

Evidence of Completion

Increase of student test scores on CGA's and classroom-based assessments

G5.B3.S2 Teachers will participate in vertical planning sessions.

Action Step 1

Teachers will have open discussions of standards as well as content lesson studies.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Interactive journals, completed lesson studies

Facilitator:

Science teachers and coach

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Lesson study and unpacking the science standards

Person or Persons Responsible

teachers

Target Dates or Schedule

quarterly

Evidence of Completion

Vertical team/common planning minutes, lesson plans with essential questions, Interactive Journal entries, center activities

Plan to Monitor Effectiveness of G5.B3.S2

Analyze student data

Person or Persons Responsible

teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Increase in test scores for CGA's and classroom-based assessments

G5.B3.S3 Teachers will collaborate in curriculum training.

Action Step 1

Teachers will attend district trainings for professional development.

Person or Persons Responsible

Science Teachers

Target Dates or Schedule

Throughout the calendar year

Evidence of Completion

Certificates of completion

Facilitator:

Science specialists

Participants:

science teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Teachers will use CGAs, rubrics, interactive journals and checklists to assess student comprehension of science content.

Person or Persons Responsible

All students and teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

CGAs, rubrics, journals, checklists

Plan to Monitor Effectiveness of G5.B3.S3

Teachers will participate in vertical planning

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Meeting notes and agendas

G5.B4 Student Misconceptions

G5.B4.S1 To decrease student misconceptions, teacher will check prior knowledge before teaching science content. Teacher should follow up after science lesson to check for accurate science knowledge and any remaining misconceptions.

Action Step 1

Teachers will analyze assessments to check for student misconceptions.

Person or Persons Responsible

Teacher will provide the assessment.

Target Dates or Schedule

Before starting a unit or science lesson.

Evidence of Completion

Students will discuss and take exits tickets to check for understanding of content and misconceptions.

Facilitator:

coaches, teachers and Administrators

Participants:

Content Area Teachers

Plan to Monitor Fidelity of Implementation of G5.B4.S1

Teachers should include instruction based on common misconceptions in their lesson plans. Resources can be found in the science Pearson teacher edition.

Person or Persons Responsible

The teacher should include misconceptions in lesson plans so that he/she knows the common misconceptions and is familiar with content upon teaching.

Target Dates or Schedule

The teacher should frequently check for student misconceptions.

Evidence of Completion

The teacher will include common misconceptions in lesson plans when available.

Plan to Monitor Effectiveness of G5.B4.S1

The teacher will give students a post assessment.

Person or Persons Responsible

The student will take a post assessment.

Target Dates or Schedule

Students will complete assessment after unit.

Evidence of Completion

Proficiency levels of students on post assessments will increase.

G6. To reduce student behavior referrals (2 or more) that results in suspension.

G6.B1 No home school connection

G6.B1.S1 Parenting - helping families create home environments that encourage children to successful student (School)

Action Step 1

Resources - Identify resources through a variety of agencies that will be able to provide assistance.

Person or Persons Responsible

Guidance Counselor, Social Worker, Administration, Teachers, ESE Liaison

Target Dates or Schedule

As needed

Evidence of Completion

student more engaged in learning, more parental involvement

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Engage the child and family in reviewing progress

Person or Persons Responsible

Guidance Counselor and ESE Liaison

Target Dates or Schedule

Monthly or as much as much as necessary

Evidence of Completion

Student learning should improve and parental involvement should be more active

Plan to Monitor Effectiveness of G6.B1.S1

Determine if services received achieved positive outcomes and goals

Person or Persons Responsible

Guidance Counselor, Social Worker, ESE Liaison

Target Dates or Schedule

Monthly or much as needed

Evidence of Completion

Student more engaged in learning. Parent concern about student progress. Teacher will notice a change in attitude toward learning.

G6.B1.S2 Volunteering - recruiting and organizing parent volunteers (School)

Action Step 1

Increase the number of volunteers at Crystal Springs Elementary.

Person or Persons Responsible

teacher, coaches, guidance counselor and administrations

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Increase of volunteer hours on the mid-year and end-of-the year volunteer report.

Facilitator:

Administrators

Participants:

parents

Plan to Monitor Fidelity of Implementation of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B1.S3 Communicating - implementing effective ways to communicate with parents about a child's progress and general school information (newsletter, report cards, conferences) (Teacher).

Action Step 1

Develop school wide system to keep parents informed of events,

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6.B8 Lack of Parental Guidance/Supervision

G6.B8.S1 Home based, family-centered counseling regarding family functioning, communication skills, home management, and roles and responsibilities.

Action Step 1

Disseminate information to parents about different agencies and resources available to them during family nights and student conferences.

Person or Persons Responsible

Administration, Guidance Counselor, School Social Worker, teachers

Target Dates or Schedule

As needed

Evidence of Completion

A reduction in behavior referrals within the school amongst those those students who receive (2) or more referrals

Facilitator:

Counselor, ESE Liaison

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G6.B8.S1

Determination will be made through the GENESIS program to track the reduction of referrals

Person or Persons Responsible

CRT Operator

Target Dates or Schedule

Monthly

Evidence of Completion

Decline in behavioral referrals will indicate the success of implemented strategies and interventions

Plan to Monitor Effectiveness of G6.B8.S1

On-going communication with parent and student, teacher-student conferences, teacher-parent conferences

Person or Persons Responsible

Guidance Counselor, Teachers, ESE Liaison, Social Worker

Target Dates or Schedule

As needed

Evidence of Completion

Student being more engaged in learning, declined behaviors within the class, parent showing more concern about student education

G7. .To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment

G7.B6 The test format is a major obstacle we face. The FAA has very long directions. Students have to be able to look at three choices and choose the best answer. This is difficult for our lower level students and for the students who have problems focusing. The FAA also uses very technical and precise vocabulary .

G7.B6.S1 The directions on the FAA are word intensive. The test uses longer directions then students encounter in the classroom. During the FAA students lose focus by the time the teacher is finished reading the prompt and asks the question. In order to minimize this problem during the FAA, the teachers need to practice giving longer directions, that more closely match the type found on the state assessment during normal classroom instruction. For example, in class we might say, point to the cup. Whereas the FAA would say something like, " A cup is used for drinking, Show me a cup."

Action Step 1

Implement the use of longer directions into their instructions. Instead of find the quarter, the teachers will say. A quarter is a unit of money, Find me a quarter

Person or Persons Responsible

Teacher

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Teacher assessments will include more complex directions.

Action Step 2

Mini training for paraprofessionals on using longer directions during small group and one on one instruction

Person or Persons Responsible

Teachers and Paraprofessionals

Target Dates or Schedule

September

Evidence of Completion

Grade level meeting notes

Action Step 3

Implement the use of longer directions into instructional units

Person or Persons Responsible

Teachers and paraprofessionals

Target Dates or Schedule

Sept-May

Evidence of Completion

observation

Plan to Monitor Fidelity of Implementation of G7.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G7.B6.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G7.B6.S2 Students need to be provided multiple opportunities to practice test taking skills. For example; students need to learn how to wait, look at all three choices and then select an answer choice. Some students must be taught to actually pick one of the choices given and not pick something that is not on the test. Students have to be taught how to chose an answer.

Action Step 1

Teachers will model and teach students to look at all three choices before making a selections

Person or Persons Responsible

Teachers

Target Dates or Schedule

Sept

Evidence of Completion

Lesson Plans

Action Step 2

Teachers will remind, and prompt (verbal and physical) students to look at all the choices before making a selection

Person or Persons Responsible

Teachers

Target Dates or Schedule

Oct. to May

Evidence of Completion

Observation during ULS pre and post test

Action Step 3

Look at all three choices before making a selection

Person or Persons Responsible

Students

Target Dates or Schedule

Oct. to May

Evidence of Completion

Observations during ULS pre and post test

Plan to Monitor Fidelity of Implementation of G7.B6.S2

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

Plan to Monitor Effectiveness of G7.B6.S2

> **Person or Persons Responsible**

> **Target Dates or Schedule**

> **Evidence of Completion**

G7.B6.S3 The vocabulary on the test is precise. Students need to be taught test vocabulary. The test may use media center, whereas we say the library or the test might ask for the greater number and students have only used the term the bigger number.

> **Action Step 1**

> The teachers will use more precise vocabulary when teaching

> > **Person or Persons Responsible**

> > Teachers

> > **Target Dates or Schedule**

> > Throughout the school year

> > **Evidence of Completion**

> > Lesson plans and observations

Action Step 2

the teachers will increase teaching of vocabulary especially terms like antonym, synonym media center, perimeter, greater than, less than, etc.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Throughout the school year

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G7.B6.S3

Sherri will make a checklist for teachers and paraprofessionals to use to monitor the length of directions given in class SLA teachers will each teach a lesson on looking at all three choices before selecting an answer SLA teachers will increase the use of precise and technical vocabulary into the lesson plan

Person or Persons Responsible

Sherri Johnson, SLA teachers

Target Dates or Schedule

Oct.1, 2013 checklist Sept. 2013 teach a lesson on how to look at all three answers Sept-May increase vocabulary

Evidence of Completion

checklist lesson plans

Plan to Monitor Effectiveness of G7.B6.S3

The teachers will observe students to determine if they are listening to the longer directions the teachers will observe students to determine if they are looking at all three choices before selecting an answer on the ULS pre/post test The teachers will use appropriate test/folders/projects to determine level of comprehension of vocabulary

Person or Persons Responsible

SLA teachers

Target Dates or Schedule

Nov -May - observe students listening to directions Monthly -observe students taking ULS pre/post test Nov- May- observing students for understanding of vocabulary,

Evidence of Completion

checklist written notes of observations

G8. To increase the percentage (3 or above) on the 2014 Spring Mathematics FCAT 2.0 by 20% or more at each grade level. Increase the percentage of students scoring at level 4 and above by 10% at each grade level.

G8.B1 Teachers' lack of rigorous targeted mathematic instruction.

G8.B1.S1 Conducting common planning/vertical planning/data analysis of quarterly Curriculum Guide Assessments.

Action Step 1

Common Planning- The Math Coach will facilitate 45 minutes of common planning each week.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Weekly August 2013- June2014

Evidence of Completion

-Agendas -Minutes -Lesson Plans

Action Step 2

Vertical Planning- The Math Coach will facilitate quarterly vertical grade level planning.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

Quarterly- -October 2013 -January 2014 -April 2014

Evidence of Completion

-Agendas -Minutes

Action Step 3

Planning of lessons that meet complexity levels of data specific content area(s).

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

-Lesson Plans -Coaching Cycle

Plan to Monitor Fidelity of Implementation of G8.B1.S1

Agendas set ahead of time and minutes from common planning and vertical planning will be debriefed weekly with administration. The Math Coach will facilitate planning as well as provide support through the DCPS Coaching Cycle. Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

Agendas -Minutes -Quarterly Data

Plan to Monitor Effectiveness of G8.B1.S1

Math coach will plan lessons with teachers during common planning and quarterly data chats. Administrators will monitor lesson plans.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Curriculum Guide Assessments -2014 FCAT 2.0

G8.B1.S2 Utilize higher order questioning daily within instruction.

Action Step 1

Utilization of higher order questioning in lessons, journaling, and individual assignments. Routinely ask "How", Why?", and "How do you know? Explain"

Person or Persons Responsible

Teachers

Target Dates or Schedule

Weekly- August 2013-June 2014

Evidence of Completion

-Lesson Plans -Journals -Coaching Cycle

Action Step 2

Create a shared bank of higher order thinking questions to be used in lessons and journaling.

Person or Persons Responsible

Teachers and Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Journals -Actual Bank

Action Step 3

Provide opportunities to respond to the lesson's essential question each day.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Journals

Plan to Monitor Fidelity of Implementation of G8.B1.S2

Formal/informal observations, lesson plans, and journals will be used to determine utilization of teacher created higher order thinking questions.

Person or Persons Responsible

Administration Math Coach Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Formal/Informal Observations -Lesson Plans -Journals

Plan to Monitor Effectiveness of G8.B1.S2

Higher thinking questions from teacher created bank will be used in journal responses.

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Curriculum Guide Assessments - 2014 FCAT 2

G8.B1.S3 Utilizing Gradual Release teaching model to promote student self-direction.

Action Step 1

Use of explicit instruction in lessons by sharing/showing a strategy(ies) and by emphasizing content vocabulary.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Informal Observations -Anchor Charts -Graphic Organizers -Journals

Facilitator:

Math Coach

Participants:

Classroom Teachers

Action Step 2

Differentiating center activities by analyzing assessment data and creating activities that reflect assessment weaknesses.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Informal Observations

Action Step 3

Integrating technology in lessons and centers. (i.e. computers, smartboards)

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Informal Observations

Plan to Monitor Fidelity of Implementation of G8.B1.S3

-Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations. -Explicit instruction with an emphasis on vocabulary. -Integrating Technology

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Formal/Informal Observations -Lesson Plans -Journals

Plan to Monitor Effectiveness of G8.B1.S3

Evidence of teachers modeling the Gradual Release Model will be visible in the classroom. -Lesson plans -Classroom walk-throughs -Formal/informal observations

Person or Persons Responsible

Administration Math Coach

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Curriculum Guide Assessments - 2014 FCAT 2.0

G8.B1.S4 Scaffold the level of complexity of student tasks.

Action Step 1

Differentiating instruction by utilizing assessment data, exit tickets, journaling

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans

Action Step 2

Students generate own strategy charts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Anchor Charts

Action Step 3

Differentiating home learning by utilizing assessment data, exit tickets, and journaling.

Person or Persons Responsible

Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans

Plan to Monitor Fidelity of Implementation of G8.B1.S4

Student generated anchor charts will be examined for understanding. Differentiated lessons/ interventions/activities/centers will be reviewed for complexity levels. -Lessons/Activities with higher complexity levels. -Student generated anchor charts

Person or Persons Responsible

Administration Math Coach Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Formal/informal observations -Anchor charts -Lessons/Activities

Plan to Monitor Effectiveness of G8.B1.S4

Student generated anchor charts, center rotations, and activities will be directly linked to data findings. - Data chats -Classroom walk-throughs -Centers/activities -Anchor charts

Person or Persons Responsible

Administration Math Coach Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Curriculum Guide Assessments - 2014 FCAT 2.0

G8.B2 Students' lack of background knowledge.

G8.B2.S1 Utilize iReady online reteaching lessons and the Ready Common Core workbooks to improve math skills.

Action Step 1

Utilize iReady online lessons and Ready Common Core Workbooks

Person or Persons Responsible

Classroom Teachers; Math Coach; Administration

Target Dates or Schedule

Daily

Evidence of Completion

Data from the iReady program. Exit Tickets; Quizzes; CGAs; FCAT 2.0

Facilitator:

Math Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S1

Utilize iReady online lessons and Ready Common Core Workbooks

Person or Persons Responsible

Classroom Teachers; Math Coach; Administration

Target Dates or Schedule

Daily

Evidence of Completion

Data from iReady program.

Plan to Monitor Effectiveness of G8.B2.S1

Utilize iReady online lessons and Ready Common Core Workbooks

Person or Persons Responsible

Classroom Teachers; Math Coach; Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Data from the iReady program; Quarterly CGA scores

G8.B2.S2 Conduct small group math lessons with differentiated instruction.

Action Step 1

Conduct small group math lessons with differentiated instruction.

Person or Persons Responsible

Teachers, Math Coach

Target Dates or Schedule

Daily

Evidence of Completion

Exit Tickets; Quizzes, CGAs

Facilitator:

District Math Specialist; Math Coach

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G8.B2.S2

Small Group Math Lessons with Differentiation

Person or Persons Responsible

Classroom Teachers; Math Coach; Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Improved scores on CGAs; FCAT 2.0

Plan to Monitor Effectiveness of G8.B2.S2

Small Group Instruction with Differentiation

Person or Persons Responsible

Teachers, Math Coach, Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

Improved Scores on CGAs; FCAT 2.0

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

Supplemental Academic Instruction (SAI) funds will be used for before/after school tutoring and Saturday School for students scoring Level 1 or 2 on the 2013 FCAT 2.0. These additional learning opportunities will be provided for both reading and math.

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.

G1. Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.

G1.B3 Visitors not following school procedures

G1.B3.S4 Provide staff training on safety procedures throughout the school year.

PD Opportunity 1

Provide professional development on safety procedures, school safety plan and Second Step bullying lessons.

Facilitator

Administrators and guidance counselor.

Participants

All Staff

Target Dates or Schedule

Early Dismissal Day

Evidence of Completion

Foundations team will create a school safety plan, visitors log, and teacher lesson plans the include Second Step.

G3. To increase the percentage of proficiency (3 or above) on the 2014 Spring Reading FCAT 2.0 by 20% or more at each grade level. To increase the percentage of students scoring at level 4 or higher by at least 5% at each grade level.

G3.B4 Some students enter class with a lack of background knowledge

G3.B4.S3 All ELA teachers (K-5) will participate in professional development opportunities to support effective and differentiated vocabulary instruction strategies for all students.

PD Opportunity 1

Participate in professional development on computer-based vocabulary instruction to meet the needs of all students

Facilitator

School based Reading Coach, District ELA Specialists

Participants

ELA teachers

Target Dates or Schedule

August 2013-2014

Evidence of Completion

Common Planning Time minutes, Early Dismissal Day agendas, lesson plans

G3.B5 Teachers have a need to increase knowledge/pedagogy

G3.B5.S1 All ELA teachers will participate in Professional Development provided during Common Planning and/or Early Dismissal sessions. Professional Development will include instruction on the Instructional Framework, Gradual Release model, reading strategies, Literacy centers and/or Common Board Configuration.

PD Opportunity 1

Participate in Professional Development sessions that will increase their content knowledge in strategies to increase student achievement in reading and/or writing.

Facilitator

school based Reading Coach, district ELA Specialist(s), administrators

Participants

all ELA teachers

Target Dates or Schedule

August 2013 - June 2014

Evidence of Completion

Lesson Plans, student work, common planning notes, EDD agendas

G5. To increase the percentage of students scoring level 3 on the 2014 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2014 5th grade Science FCAT by 7%.

G5.B3 Lack of students' prior knowledge.

G5.B3.S1 Teachers will be providing resources for teacher training.

PD Opportunity 1

Teachers will work together during common planning to develop a deeper understanding of science standards.

Facilitator

Coaches, science teachers, and administrators

Participants

Teachers

Target Dates or Schedule

On going

Evidence of Completion

CGA; rubric, checklist

PD Opportunity 2

Lead science teacher will attend district training to develop better teaching strategies.

Facilitator

District science specialists

Participants

Lead science teacher

Target Dates or Schedule

Early dismissal

Evidence of Completion

Certificates; presentations

G5.B3.S2 Teachers will participate in vertical planning sessions.

PD Opportunity 1

Teachers will have open discussions of standards as well as content lesson studies.

Facilitator

Science teachers and coach

Participants

teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Interactive journals, completed lesson studies

G5.B3.S3 Teachers will collaborate in curriculum training.

PD Opportunity 1

Teachers will attend district trainings for professional development.

Facilitator

Science specialists

Participants

science teachers

Target Dates or Schedule

Throughout the calendar year

Evidence of Completion

Certificates of completion

G5.B4 Student Misconceptions

G5.B4.S1 To decrease student misconceptions, teacher will check prior knowledge before teaching science content. Teacher should follow up after science lesson to check for accurate science knowledge and any remaining misconceptions.

PD Opportunity 1

Teachers will analyze assessments to check for student misconceptions.

Facilitator

coaches, teachers and Administrators

Participants

Content Area Teachers

Target Dates or Schedule

Before starting a unit or science lesson.

Evidence of Completion

Students will discuss and take exits tickets to check for understanding of content and misconceptions.

G6. To reduce student behavior referrals (2 or more) that results in suspension.

G6.B1 No home school connection

G6.B1.S2 Volunteering - recruiting and organizing parent volunteers (School)

PD Opportunity 1

Increase the number of volunteers at Crystal Springs Elementary.

Facilitator

Administrators

Participants

parents

Target Dates or Schedule

August 2013-June 2014

Evidence of Completion

Increase of volunteer hours on the mid-year and end-of-the year volunteer report.

G6.B8 Lack of Parental Guidance/Supervision

G6.B8.S1 Home based, family-centered counseling regarding family functioning, communication skills, home management, and roles and responsibilities.

PD Opportunity 1

Disseminate information to parents about different agencies and resources available to them during family nights and student conferences.

Facilitator

Counselor, ESE Liaison

Participants

teachers

Target Dates or Schedule

As needed

Evidence of Completion

A reduction in behavior referrals within the school amongst those those students who receive (2) or more referrals

G8. To increase the percentage (3 or above) on the 2014 Spring Mathematics FCAT 2.0 by 20% or more at each grade level. Increase the percentage of students scoring at level 4 and above by 10% at each grade level.

G8.B1 Teachers' lack of rigorous targeted mathematic instruction.

G8.B1.S3 Utilizing Gradual Release teaching model to promote student self-direction.

PD Opportunity 1

Use of explicit instruction in lessons by sharing/showing a strategy(ies) and by emphasizing content vocabulary.

Facilitator

Math Coach

Participants

Classroom Teachers

Target Dates or Schedule

August 2013- June 2014

Evidence of Completion

-Lesson Plans -Informal Observations -Anchor Charts -Graphic Organizers -Journals

G8.B2 Students' lack of background knowledge.

G8.B2.S1 Utilize iReady online reteaching lessons and the Ready Common Core workbooks to improve math skills.

PD Opportunity 1

Utilize iReady online lessons and Ready Common Core Workbooks

Facilitator

Math Coach

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Data from the iReady program. Exit Tickets; Quizzes; CGAs; FCAT 2.0

G8.B2.S2 Conduct small group math lessons with differentiated instruction.

PD Opportunity 1

Conduct small group math lessons with differentiated instruction.

Facilitator

District Math Specialist; Math Coach

Participants

Classroom Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Exit Tickets; Quizzes, CGAs

Appendix 2: Budget to Support School Improvement Goals