2013-2014 SCHOOL IMPROVEMENT PLAN

Crystal Lakes Elementary School

6050 GATEWAY BLVD
Boynton Beach, FL 33472
561-292-6600
www.edline.net/pages/crystal_lakes_elementaryschool

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	47%

Alternative/ESE Center	Charter School	Minority Rate
No	No	37%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

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.

Table of Contents

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
Not in DA	N/A	N/A

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

Current School Status

School Information

School-Level Information

School
Crystal Lakes Elementary Schl

Principal
Diane Curcio Greaves

School Advisory Council chair
Shronderlette Davis-Tucker

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

Name	Title
Sanna Morse	teacher
Lynn Reardon	teacher
Cindy Twombly	teacher
Shronderlette Davis-Tucker	teacher
Laura Lindgren	teacher
Penny Benson	teacher
Valerie Omans	teacher
Herele Oakley	teacher/guidance counselor

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

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

We have 14 members on our SAC. Shronderlette Davis-Tucker is the SAC Chairperson and Ms. Diane Curcio-Greaves is the principal. C. Gray, C. Nagy, J. Kinsler, K.O'Sullivan, P. Lewis, K. Armstrong, T. Vanner, Julie Simmen (secretary), K. Chodor are parents who serve on SAC. Leah Grossman from Huntington Learning Center is our Business community representative. Herele Oakley and S. Davis-Tucker are teachers on staff. Sally Hayden is our Education Support Employee. We followed the procedures in our bylaws and the members were elected at our first meeting of the school year-September 3, 2013. At that meeting, the bylaws were reviewed.
The majority of our members are non-district employees. The SAC members represent the ethnic, racial, and economic community served by our school.

Involvement of the SAC in the development of the SIP

The SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

Activities of the SAC for the upcoming school year

SAC will be involved in the evaluation of the SIP throughout the school year.

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

There are no funds for FY 14.

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

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

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

Administrators

# of administrators
2

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

Administrator Information:

Diane Curcio Greaves		
Principal	Years as Administrator: 15	Years at Current School: 8

Credentials	BS- SUNY at Plattsburgh, NY, Elementary Education, MS- College of New Rochelle,NY, Reading K-12 MS- Florida Atlantic University, Educational Leadership
Performance Record	Crystal Lakes Elementary, FY 2012-2013,School Grade B High Standards in reading: 68 %, high standards in math: 68%, High standards in writing: 75%, high standards in Science:65%, Reading learning gains: 62%, Math learning gains:59%, adequate progress in reading of the lowest 25%: 40%, adequate progress in math of the lowest 25%: 37%. FY 2010-2011,School Grade A High Standards in reading: 89 %, high standards in math: 91%, High standards in writing: 91%, high standards in Science:75%, Reading learning gains: 66%, Math learning gains:76% AYP- No, SWD did not meet AYP in reading , Economically disadvantaged did not make AYP in reading , and Hispanic did not make AYP in Reading. FY 2009-2010,School Grade A High Standards in reading: 87 %, high standards in math: 82%, High standards in writing: 86%, high standards in Science:69% Reading learning gains: 72%, Math learning gains:59% AYP- No, SWD did not meet AYP in reading & math, Economically disadvantaged did not make AYP in reading & math, and Hispanic did not make AYP in Math.

John Pennington		
Asst Principal	Years as Administrator: 7	Years at Current School: 9

Credentials	Florida Atlantic University: MS in Ed Leadership, Bachlor's Business Administration (BBA) in management, Bachlor's Business Administration (BBA) in marketing Certified In: Education Leadership (all levels), School Principal (all levels), Business Education (6-12), Marketing (6-12), ESOL Endorsement
Performance Record	Crystal Lakes Elementary, FY 2012-2013,School Grade B High Standards in reading: 68 %, high standards in math: 68%, High standards in writing: 75%, high standards in Science:65%, Reading learning gains: 62%, Math learning gains:59%, adequate progress in reading of the lowest 25%: 40%, adequate progress in math of the lowest 25%: 37%. FY 2010-2011,School Grade A High Standards in reading: 89 %, high standards in math: 91%, High standards in writing: 91%, high standards in Science:75%, Reading learning gains: 66%, Math learning gains:76% AYP- No, SWD did not meet AYP in reading , Economically disadvantaged did not make AYP in reading , and Hispanic did not make AYP in Reading. FY 2009-2010,School Grade A High Standards in reading: 87 %, high standards in math: 82%, High standards in writing: 86%, high standards in Science:69% Reading learning gains: 72%, Math learning gains:59% AYP- No, SWD did not meet AYP in reading & math, Economically disadvantaged did not make AYP in reading & math, and Hispanic did not make AYP in Math.

Classroom Teachers

# of classroom teachers
49

 # receiving effective rating or higher
49, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
49, 100%

 # ESOL endorsed
45, 92%

 # reading endorsed
4, 8%

 # with advanced degrees

14, 29%

 # National Board Certified

4, 8%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

6, 12%

 # with 6-14 years of experience

12, 24%

 # with 15 or more years of experience

31, 63%

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

Conduct regular meetings with new and student teachers. Meet with AC teachers to discuss best practices.
Partner new teachers with veteran staff. Allow time for teachers to observe and be observed. Provide common planning time. Solicit student teachers for open positions.

Teacher Mentoring Program/Plan

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

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

We provide ongoing support for new/beginning teachers. Veteran teachers help new teachers continue to improve their practice of teaching and develop their instructional skills. Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. Usually, the grade chairperson is the mentor. This year, we have several teachers who either changed grade levels or came to Crystal Lakes as a transfer. Penny Benson, kindergarten chairperson, will mentor Lauren Kotch. Cindy Twombly, third grade chairperson, will mentor Kristy Klein and Debbie Frimet, who are new to the grade. Laura Lindgren, first grade chairperson, will mentor Traciann Fernandez and Jessica Gally, new to the grade.

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

Using MTSS, a systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, we begin with the identification of trends and patterns using school-wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science, Math). Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (Supplemental, Tier 2, i.e. iii, , behavior contract and replacement behavior instruction, anger management group, grief counseling).

The Tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction". Therefore, supplemental and intensive Tiers (Tiers 2 and 3) are defined with the context of the Core (Tier 1). The number of minutes of instruction and the breadth of that instruction that defines Core (Tier 1) is the basis for the criteria for supplemental and intensive Tiers (Tiers 2 and 3).

Core - Tier 1 (universal instruction) consists of scientific, research-based CORE instructional and behavioral/social emotional methodologies, practices, and supports designed for all students in the general education classroom.

Using the problem solving process :

Supplemental - Tier 2 interventions consist of instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. It is provided to groups of targeted students who have not been successful with core instruction alone. Supplemental - Tier 2 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group instruction

More intensive services, (more time, narrow focus of instruction/intervention) than the Core (Tier 1)

Frequent progress monitoring and data collection (weekly)

? Additional instructional time in deficient area of need

Tier 2 services are provided by a variety of professionals and in different settings

Intensive - Tier 3 academic interventions are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2). Intensive instruction (Tier 3) is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress.

Intensive - Tier 3 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group (smaller than Supplemental/Tier 2) instruction

More frequent progress monitoring and data collection (weekly)

Additional instructional time in deficient area of need (in addition to Core/Tier 1 and Supplemental/Tier 2)

Intensive/Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.

Intensive/Tier 3 services require collaboration and coordination among school staff, providing services to the student.

The expected outcome of Intensive/Tier 3 services, combined with Core (Tier 1) and Supplemental (Tier 2) is that the student(s) will achieve Core/Tier 1 proficiency levels (academic and/or behavioral).

Intensive - Tier 3 behavioral interventions should include a Behavior Management Plan that is completed after a Functional Behavior Assessment (FBA) has been conducted by a trained school staff member.

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting

identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, guidance counselor) and report back on all data collected for further discussion at future meetings.

Leadership Team Member and Expertise:

Student's Classroom Teacher

Offers interventions to student identified as deficient in a benchmark.

Completes documentation (PBCSD Form 2106) prior to SBT meeting.

Consults with department and/or grade level team.

Reviews checklists, interventions, background, baseline and monitoring data at SBT meeting (or before with the SBT Leader).

Implements with fidelity interventions indicated in Student Intervention Plan (PBCSD Form 2284) and monitors student progress (PBCSD Form 2318)

Provides communication to parent(s)/guardian(s) in their preferred language (verbally & written)

Administrator:

Attends all SBT meetings

Conducts data chats with all instructional staff – determines professional development needs (teacher, subject area, grade level, school).

Provides adequate location and technology tools within the school facility and allocates appropriate time during the school day for the SBT meeting.

Provides opportunities for staff to attend professional development as needed.

School Based Team Leader:

Creates an agenda for SBT meetings and utilizes all PBCSD approved forms.

Facilitates the SBT team meetings and the Problem Solving Process.

Provides support for interventions to the student's classroom teacher.

Provides input in developing interventions and progress monitoring tools.

ESE Teacher/ Speech Language Pathologist:

Contributes information regarding instructional methodologies, strategies, and curriculum.

Assists in developing interventions from area of expertise.

Provides support for interventions to the student's classroom teacher.

School Psychologist:

Attends all SBT meetings.

Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether student made progress).

Provides support for interventions to the student's classroom teacher.

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

Fidelity is monitored:

Core:

Using school-wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science), LTM, Grade level teams, and SBT members review data.

Supplemental and Intensive:

School Based Team is the venue where individual student problem solving occurs as well as discussion and progress monitoring of the RtI process.

SBT monitors Supplemental: Response to Intervention Progress Monitoring Tier 2

Intensive: Response to Intervention Progress Monitoring Tier 3

Specific tools used :
Use items listed
EDW reports
TERMS
RRR
Diagnostics
CELLA
Classroom Walkthroughs
Student Development Plan
MTSS Progress Monitoring Log -Tracking through Case Reviews the number of students progressing toward their goal; the number of students reaching their goal; the number of students moving back to Tier 1; continuing in Tier 2; making improvements in Tier 3; and those referred to Child Study Team.
SwPBS Team – Data from the PBS Implementation Checklist (PIC) Benchmarks of Quality (BOQ) data, Self Assessment Survey

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

Core:
• Florida Comprehensive Assessment Test (FCAT)
• Curriculum Based Measurement
• Florida Assessment for Instruction in Reading (FAIR)
• Palm Beach County Fall Diagnostics
• Palm Beach Writes
• K-3 Literacy Assessment System
• Diagnostic Assessment for Reading (DAR)
• Progress Monitoring and Reporting Network (PMRN)
• Comprehensive English Language Learning Assessment (CELLA)
• Classroom Walkthroughs
• Office Discipline Referrals
• Retentions
• Absences
Supplemental:
• SBT Data (Progress Monitoring Report)
• LTM Data
• EDW Report
Intensive:
• SBT Data
• EDW Report
Midyear data:
• Florida Assessment for Instruction in Reading (FAIR)
• Diagnostic Assessment for Reading (DAR)
• Palm Beach County Winter Diagnostics
• Palm Beach Writes
• Progress Monitoring and Reporting Network (PMRN)
• K-3 Literacy Assessment System
End of year data:
• Florida Assessment for Instruction in Reading (FAIR)
• Florida Comprehensive Assessment Test (FCAT)
• FCAT Writes
• ACT/SAT/CPT

Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

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

Preschool Faculty Meetings, Learning Team Meetings, Family Meetings:
• Discuss data
• Effective and ineffective strategies
• Progress monitoring
• Professional development
• Professional Development Alternatives
Parents:
• Academic Focus Night. Open House, PTA, SAC, Edline, newsletters,
• Contact parent prior to a SBT meeting (invitation to attend meeting)
• Parent Conferences (Report Card, Portfolio)
• Capacity Building Surveys
Professional development will be offered by district staff during FY14.
The school-based team will provide in-service to the faculty on designated professional development days (PDD). These inservice opportunities will include, but are not limited to, the following:
• Problem Solving Model
• Consensus building
• Positive Behavioral Intervention and Support (PBIS)
• Data-based decision-making to drive instruction
• Progress monitoring
• Selection and availability of research-based interventions
• Tools utilized to identify specific discrepancies in reading
Individual professional development will be provided to classroom teachers, as needed.

Literacy Leadership Team (LLT)

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

Name	Title
Diane Curcio-Greaves	principal
John Pennington	assistant principal
Jessica Gally	teacher
Lynn Reardon	teacher
Debbie Torres	teacher
Debbie Rose	teacher
Cindy Twombly	teacher
Nancy Hamoy	teacher
Kristy Klein	teacher
Russell Gilbert	teacher
Lisa Keating	teacher
Jill Rubin	teacher
Lauren Kotch	teacher
Roy Glaum	teacher

Name	Title
Karen Chapman	teacher

How the school-based LLT functions

The school-based Literacy Leadership Team will meet monthly to review diagnostic data and progress monitoring data. Based on this information, the team will identify the area (s) of concern, identify a target, and develop professional development activities needed to create effective learning environments.

Major initiatives of the LLT

Increase the motivation of the students to read more and for longer periods of time. Principal will hold literacy celebrations for intermediate and primary students monthly when intermediate students meet their reading counts goals and primary students meet their reading goals. Teachers will implement the new reading materials and units of study.

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

We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. We hold a kindergarten round-up in late spring. Staff meets with the incoming families and provides important information about the school, academics, etc. At the conclusion, there is a tour of the school. The PowerPoint presentation is then linked ot our Edline page. For FY 14, two neighborhoods were rezoned to attend our school. We distributed invitations to the new families and held a private meeting orienting them to our school.
Fifth grade students partner with kindergarten students for the first few weeks orienting them around the campus.
We have a staggered start for the first 3 days allowing the teachers to really get to know their students in small groups. On day 4, all attend. The parents are invited to a "Boo Hoo" breakfast immediately after the morning bell. This gives them an opportunity to meet other kindergarten families.
Three portfolio conferences are held throughout the year, here the parents are invited to hear what their child has accomplished each trimester.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	68%	No	80%
American Indian				
Asian				
Black/African American	59%	42%	No	63%
Hispanic	74%	63%	No	77%
White	82%	78%	No	84%
English language learners	46%	30%	No	51%
Students with disabilities	60%	37%	No	64%
Economically disadvantaged	61%	55%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	29%	32%
Students scoring at or above Achievement Level 4	119	40%	43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	186	62%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	21	40%	50%

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)	17	55%	58%
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]*		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

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	79	74%	77%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

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	79%	68%	No	81%
American Indian				
Asian				
Black/African American	64%	48%	No	68%
Hispanic	73%	67%	No	75%
White	83%	73%	No	85%
English language learners	56%	39%	No	60%
Students with disabilities	63%	44%	No	67%
Economically disadvantaged	66%	60%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	99	33%	37%
Students scoring at or above Achievement Level 4	104	35%	38%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	177	59%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	37%	50%

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	36	35%	38%
Students scoring at or above Achievement Level 4	30	30%	33%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

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

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	10		12
Participation in STEM-related experiences provided for students	10	100%	100%

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	7	1%	1%
Students retained, pursuant to s. 1008.25, F.S.	4	1%	1%
Students who are not proficient in reading by third grade	33	35%	25%
Students who receive two or more behavior referrals	7	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	6	1%	1%

Area 10: Additional Targets

Additional targets for the school

Crystal Lakes Elementary school will infuse the content required by Florida statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
History of Holocaust

History of Africans and African Americans
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All teachers will infuse the content required by Florida statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels.	38	100%	100%

Goals Summary

G1.

G2.

G3. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in reading on the 2014 FCAT Reading Test.

G4. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in Math on the 2014 FCAT Math Test.

G5. In grade 4, 80% of the students will meet high standards in Writing on the 2014 FCAT Florida Writes.

G6. In grade 5, 70% of the students will achieve mastery in Science on the 2014 FCAT Science Test.

Goals Detail

G1.

Targets Supported

Resources Available to Support the Goal

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G2.

Targets Supported

Resources Available to Support the Goal
-

Targeted Barriers to Achieving the Goal

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in reading on the 2014 FCAT Reading Test.

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

Resources Available to Support the Goal
- teacher capacity, leveled books, book room, materials,teacher dedication

Targeted Barriers to Achieving the Goal
- Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive literacy instructional plan in the time allowed.

Plan to Monitor Progress Toward the Goal

Administration will monitor walk through observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports to measure if progress is being made toward achieving the goal.

Person or Persons Responsible
administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports

G4. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in Math on the 2014 FCAT Math Test.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal
- teacher capacity, new Math series, materials,teacher dedication

Targeted Barriers to Achieving the Goal
- Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive math plan in the time allowed.

Plan to Monitor Progress Toward the Goal

Administration will monitor walk through observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports to measure if progress is being made toward achieving the goal.

Person or Persons Responsible
administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports

G5. In grade 4, 80% of the students will meet high standards in Writing on the 2014 FCAT Florida Writes.

Targets Supported
- Writing

Resources Available to Support the Goal
- teacher capacity, materials, teacher dedication

Targeted Barriers to Achieving the Goal
- Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive writing instructional plan in the time allowed.

Plan to Monitor Progress Toward the Goal

Administration will monitor walk through observation reports, recorded observations, lesson plans, district diagnostics, and PBW reports to measure if progress is being made toward achieving the goal.

Person or Persons Responsible
administration

Target Dates or Schedule:
ongoing

Evidence of Completion:
Observation reports, recorded observations, lesson plans, district diagnostics, and PBW/EDW reports

G6. In grade 5, 70% of the students will achieve mastery in Science on the 2014 FCAT Science Test.

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- Teacher capacity, Science lab, materials, teacher dedication

Targeted Barriers to Achieving the Goal
- Ability to teach to the complexity level that is required in the time allowed.

Plan to Monitor Progress Toward the Goal

Administration will monitor walk through observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports to measure if progress is being made toward achieving the goal.

Person or Persons Responsible

administration

Target Dates or Schedule:

ongoing

Evidence of Completion:

Observation reports, recorded observations, lesson plans, district diagnostics, and EDW reports

Action Plan for Improvement

Problem Solving Key

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

G3. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in reading on the 2014 FCAT Reading Test.

G3.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive literacy instructional plan in the time allowed.

G3.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

Action Step 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports

Facilitator:

Administration, school -based personnel, district personnel

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor that Learning teams are analyzing student achievement data and planning instruction.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

The Learning Team minutes and feedback sheets, teacher developed action plans, EDW reports.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor the effectiveness of the high level complexity required by the common Core standards and the comprehensive literacy instructional plan.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans will reflect new reading materials and units of study. EDW will reflect improved student achievement. Learning Team minutes will reflect ongoing discussion of best practices.

G4. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in Math on the 2014 FCAT Math Test.

G4.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive math plan in the time allowed.

G4.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

Action Step 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

review of minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports

Facilitator:

Administration, school -based personnel, district personnel

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Monitor that Learning teams are analyzing student achievement data and planning instruction.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

The Learning Team minutes and feedback sheets, teacher developed action plans, EDW reports.

Plan to Monitor Effectiveness of G4.B1.S1

Monitor the effectiveness of the high level complexity required by the common Core standards and the comprehensive math instructional plan.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans will reflect common core Math standards and units of study. EDW will reflect improved student achievement. Learning Team minutes will reflect ongoing discussion of best practices.

G5. In grade 4, 80% of the students will meet high standards in Writing on the 2014 FCAT Florida Writes.

G5.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive writing instructional plan in the time allowed.

G5.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

Action Step 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and PBW reports

Facilitator:

Administration, school -based personnel, district personnel

Participants:

all teachers

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Monitor that Learning teams are analyzing student achievement data and planning instruction.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

The Learning Team minutes and feedback sheets, teacher developed action plans, PBW reports.

Plan to Monitor Effectiveness of G5.B1.S1

Monitor the effectiveness of the high level complexity required by the common Core standards and the comprehensive writing instructional plan.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans will reflect the new writing standards. PBW will reflect improved student achievement. Learning Team minutes will reflect ongoing discussion of best practices.

G6. In grade 5, 70% of the students will achieve mastery in Science on the 2014 FCAT Science Test.

G6.B1 Ability to teach to the complexity level that is required in the time allowed.

G6.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

Action Step 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person or Persons Responsible

teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Review of minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports

Facilitator:

Administration, school -based personnel, district personnel

Participants:

all teachers

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

Monitor that Learning teams are analyzing student achievement data and planning instruction.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

The Learning Team minutes and feedback sheets, teacher developed action plans, EDW reports.

Plan to Monitor Effectiveness of G6.B1.S1

Monitor the effectiveness of the high level complexity required by the common Core standards and the comprehensive science instructional plan.

Person or Persons Responsible

administration

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans will reflect units of study. EDW will reflect improved student achievement. Learning Team minutes will reflect ongoing discussion of best practices.

Coordination and Integration

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

Our school integrates Single School Culture by sharing our norms, beliefs, values, and goals. Our result has produced consistency in practice. Each year, we review our mission statement and our beliefs. One belief include teaching the children to have respect and appreciation of multicultural diversity. Another belief is providing a safe nurturing environment that encourages our students to succeed academically, socially, and civically. We incorporated all our beliefs in our first 10 day plan.

We have embraced SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (Sw-PBS). Sw-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

Essential Components of Sw-PBS:
• Common purpose and approach to discipline
• Positive expectations (for all students & staff)
• Procedures for teaching expected behaviors
• Continuum of procedures for encouraging expectations
• Continuum of procedures for discouraging inappropriate behavior
• Procedures for ongoing monitoring and evaluating effectiveness of the Sw-PBS system

At Crystal Lakes, our sw-PBS is the Bobcat Way. We have been teaching the children:

Be on Time, On Task, Be Respectful, Courteous, Attitude, Think Safety. Definitions and examples are given and the children can describe what it looks like in the classroom, cafeteria, hallways, etc.

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.

G3. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in reading on the 2014 FCAT Reading Test.

G3.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive literacy instructional plan in the time allowed.

G3.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

PD Opportunity 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school -based personnel, district personnel

Participants

all teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports

G4. In grades 3-5, 75% of the students will achieve mastery and our students will make 50% adequate progress in Math on the 2014 FCAT Math Test.

G4.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive math plan in the time allowed.

G4.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

PD Opportunity 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school -based personnel, district personnel

Participants

all teachers

Target Dates or Schedule

ongoing

Evidence of Completion

review of minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports

G5. In grade 4, 80% of the students will meet high standards in Writing on the 2014 FCAT Florida Writes.

G5.B1 Ability to teach to the complexity level that is required by the Common Core Standards utilizing a comprehensive writing instructional plan in the time allowed.

G5.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

PD Opportunity 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school -based personnel, district personnel

Participants

all teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and PBW reports

G6. In grade 5, 70% of the students will achieve mastery in Science on the 2014 FCAT Science Test.

G6.B1 Ability to teach to the complexity level that is required in the time allowed.

G6.B1.S1 Learning Teams will analyze student achievement based on data to define common deficiencies, student instructional goals and will plan instruction.

PD Opportunity 1

Learning Teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school -based personnel, district personnel

Participants

all teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Review of minutes from LT, Professional Development sign in sheets, lesson plans, District diagnostics, and EDW reports