Crystal Springs Elementary School

2015-16 School Improvement Plan

Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

http://www.duvalschools.org/cse

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	55%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

SIP Authority and Template

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

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

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

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At Crystal Springs, we learn about our students' cultures and build relationships between teachers and students by maintaining open lines of communication. Our teachers talk to their students and families on a regular basis. It is through this communication that our teachers learn a great deal about their students. We also have our Meet and Greet the week before school starts and Open House to get to know students' and parents' culture and build relationships.
At all grade levels our students work to master grade level standards. The curriculum is planned and presented so that all students can succeed, taking student culture into account. If students are not successful, we provide additional supports in the form of increased teacher time through small group instruction, tutoring, and special instruction; along with a rich variety of strategies. For all students, learning successful skills, acquiring joy, and interest in learning creates a positive sense of self-worth and helps build relationships. Our teachers help students set immediate and realistic goals and help them establish a clear criteria for achieving them. With clear goals and lessons, students can recognize and improve their study, as well as their interpersonal skills with ongoing positive support from classroom teachers.

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

At Crystal Springs, we use Foundations Expectations to create an environment where students feel safe and respected. This includes, but is not limited to, school-wide expectations for morning arrival, smooth transitions during the day, at lunch, and also during afternoon dismissal as determined by Foundations. We also have reviewed the Five Guidelines for Success on the school's morning show daily for several weeks. It is the school-wide expectation that teachers establish clear rituals and routines through the CHAMPS framework that are sensible and consistently enforced. Furthermore, our teachers explicitly teach and help develop positive social skills, so that students learn to not intimidate, bully, insult, or overly criticize each other. In doing so, teachers build trusting relationships by helping encourage students and by stopping inappropriate behavior.
We also have a school safety team which is responsible for creating a school-wide safety plan that contains detailed policies and procedures to provide guidance and support in the event of an emergency. We conduct frequent practice drills (fire, weather, evacuation) throughout the school year.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

CHAMPS, a proactive and positive approach to classroom management, is utilized in grades PK - 5 to keep students engaged during instruction. The plan informs students of the expectations during specific classroom activities and transitions. Students are directed on Conversation level, how to get Help from the teacher or peers, the current Activity, Movement allowed, and proper Participation in the activity at hand, which will lead to Success in the classroom.

Teachers are trained each year during pre-planning and also participate in district level in-service to ensure fair and consistent implementation of the CHAMPS model.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Crystal Springs utilizes Second Step to teach social skills. Each unit has grade-level appropriate lessons that address empathy and communication, emotional and anger management, social problem solving, and bullying prevention. We also recognize a monthly Character Education trait among our students. Small group and individual counseling is provided by the School Counselor for students who require additional assistance and reinforcement of the lessons. Students who are in need of further assistance are referred to agencies through parent conferences and the MRT process.

Professional Development training is carried out to update teachers and staff on policies and procedures for reporting all manner of incidents/needs pertaining to the health and safety of all students. For each grade-level, Child Safety Matters (CMS) will be facilitated by the School Counselor. CSM is a program that encourages students to tell safe adults about unsafe situations or events they experience.

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	34	34	31	25	24	22	170
One or more suspensions	1	0	4	4	10	7	26
Course failure in ELA or Math	0	0	5	6	4	1	16
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Students that have been identified as having an academic need are referred to see CSE's Reading Interventionist or Math Interventionist. The Reading Coach also works with a small group of students.

Several of our teachers offer free tutoring after school during the school year. Certain 3rd graders qualify to attend summer school to have a chance at promotion. Our teachers use Tier 2 and Tier 3 strategies to work with students based on their classroom and standardized test data. This data helps them pinpoint which standards, benchmarks, and areas need improvement and our teachers are given the tools to help bring students back up to grade level. For suspensions, we use restorative justice, counseling from our guidance counselors, and positive behavior management strategies. .

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/190456.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

As a business and entrepreneurship magnet school, we are especially interested in business support. We begin the process by locating potential business partners , with a particular focus on large businesses (Cracker Barrel, Publix, Winn-Dixie, Holiday Inn, etc.) along with a few smaller business (dentist offices, karate studios, faith-based organizations, etc.). When we approach the business we find out whether or not they would be interested in an educational partnership; if so we discuss how the partnership will benefit the business and secure contributions (people and time for tutoring, money, goods and services for school events such as Parent Nights, etc.). As the business and entrepreneur magnet, we also invite them to participate in our Career Days. We maintain these partnerships by saying thank you often, providing opportunities for advertising, and maintaining open lines for two-way communication. We also host Parent Academy nights several times throughout the year, which provides helpful information for parents and community members.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Maxwell Rivers, Chiquita	Principal
Tomlinson, Kimberly	Instructional Coach
Hayes, Edith	Instructional Coach
Sobol , Jennine	Assistant Principal
Turner, Alandrea	Assistant Principal
Burt, Rebecca	Other

Duties

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

The School Leadership Team will provide a common vision for the use of data-based decision making, assist the MTSS/RtI team with the implementation of intervention support, ensure adequate professional development based on the needs of the faculty and staff, engage in shared decision making with the SDM Team when required and appropriate, and communicate with parents and other key stakeholders.
Furthermore, the team will help develop, lead, and evaluate instructional practices/strategies in all areas as well as provide on-going feedback and coaching to enhance instruction and improve student performance.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The team members work collaboratively with content-area teachers to target specific areas of strength and opportunities for growth as evidenced by FSA Math and ELA results, FCAT Science results, CGA results, i-Ready results, Achieve3000 data, DAR, and a wide variety of formative assessments. From there, the team is able to determine teacher and staff development needs; as well as specific targets for personal growth (IPDP) and collective growth (SIP) to meet or exceed student academic and behavioral needs as indicated by multiple data points. The team use this data to target individual students for Supplemental Academic Instruction (SAI). These additional learning opportunities will be provided for both reading and math.
The team also works to identify and analyze existing researched-based instructional practices, strategies, and intervention approaches, identify systematic patterns of student need while working with district personnel to identify other evidence-based instructional and intervention practices/ strategies; assists with whole-school screening practices based on early warning systems to provide early intervention services for students considered to be at-risk.
Furthermore, the team also assists in the design and implementation of progress monitoring, data collection and analysis, the design and delivery of professional development support for the implementation of Tier 1-3 intervention plans, and provides support for assessments.
Once the team has and analyzes the information gathered from the multiple data points, they are able to determine methodologies for coordinating and supplementing funding, services, and programs.
The team members meet weekly to engage in on-going dialogue and problem-solving as needed to ensure they are utilizing the resources available for the highest impact on student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Cynthia Cummins	Teacher
Chiquita M. Rivers	Principal
Robyn Vanhof	Parent
Ayannah Abraham	Parent
Natalie Landrau	Parent
Caryl Hufnagle	Business/Community
Paul Scott	Business/Community
Monique Thompson	Business/Community
Sierra Nichols	Teacher
Rebecca O'Steen	Teacher
Emily Stiftar	Teacher

Duties

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

Evaluation of last year's school improvement plan

The SAC team reviews, discusses, and provides feedback on last's years School Improvement Plan. During that time, we will discuss what worked, what did not, and why. SAC members were encouraged to provide recommendations for the current school year.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

SAC reviews and discuss the school's annual budget and plan. The SAC members are encouraged to ask questions, provide feedback, and provide suggestions regarding the allocation of funds. From there, the final school budget and plan are created and the SAC team votes to approve.

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

1. School-wide technology improvement: Four sets of 32, including one teacher remote and one receiver, of the Qomo Student Response System- $7,100.00
2. School-wide novels (one set of 30): Nonfiction companion books to the Magic Tree House Series (grades first through third) and Magic Tree House Fact Tracker- $346.40
3. School-wide novels (two sets of 15): Sunshine State Award books (grades three through six)- $415.20
4. School-wide novels (one set of six books): Warriors, Omen of the Stars (grades three-six)- $73.49
5. School-wide novels (one set of 23): Adventures of the Bailey School Kids (grades first through third)- $242.16
Total Budget Allocation: $8,422.25 Total Used: $8,177.25 Remaining Balance: $245.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hayes, Edith	Instructional Coach
East, Faye	Teacher, K-12
Rothrock, Jennifer	Teacher, K-12
Bennett, Alison	Teacher, K-12
Crawford, Desiree	Teacher, K-12
Herrera, Elizabeth	Teacher, K-12
Horton, Linda	Teacher, K-12
Demery, Rachael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Within our daily instruction we will focus on the Four Pillars of Excellent Instruction (student engagement, student understanding, rigor, and student ownership). We will utilize Duval Reading and Duval Math and academic 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 Language Arts Florida Standards (LAFS).
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.

Public and Collaborative Teaching

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

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

Teachers are strongly encouraged to attend weekly common planning sessions to remain up to date on all programs and school related topics. Wonderful ideas are shared and time given to express concerns and remedies on issues that affect our school, our teachers, and our students, which creates strong positive working relationships. These sessions are also used as the primary vehicle for teachers' on-going professional development, which is a must for effective teaching. Our planning sessions are filled with pertinent information designed to make the most of one's time. Our school can boast of 100% participation in these planning sessions. A large portion of a teacher's knowledge comes from sharing information with those they spend time with, so as much time as possible is given to teachers in the form of celebrations, planned luncheons, and outside of the school day activities.

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

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.
8. Mentor observation cycles in which the new teachers receive formative feedback and targeted coaching.
9. New teacher observations of model teachers with a focus on identifying challenges and Educator Accomplished Practices.

Describe the school's teacher mentoring program, including the rationale for pairings and 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. The school-based support team consist of an administrator, PDF, mentor, and academic coach.
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.
In addition to CET, mentors must have an effective or highly effective rating on the previous year's performance evaluation. Other variables may include:
- subject/ grade-level
- certification
- disposition/ interpersonal skills
- level of expertise/ area of need
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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Our district ensures that purchased materials and programs align to Florida's standards. Our school then sets up, administers, and organizes these programs (Duval Math and Duval Reads) based on our district's curriculum guides. Teachers then organize their lessons to cover all standards that are tested in each nine week period. All standards are taught before students take the Florida Standards

Assessment (Reading and Math) and the Florida Comprehensive Assessment Test (Science) in the Spring.

Instructional Strategies

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

Our school uses many forms of data (State Assessments, Quarterly Curriculum Guide Assessments, iReady Reading and Math Diagnostics, Achieve 3000 Lexile Scores, Teacher created assessment, etc.). Reflection of this data provides teachers with strengths, weaknesses, and possible trends of students which, in turn drives classroom instruction. Once data is analyzed, small groups are formed as well as re-teaching and enrichment activities assigned.
Instruction for students lacking proficiency can be modified through one on one instruction; small groups, center activities, peer teaching, homework, technology, games and tutoring. Instruction for advanced level students can be modified through enrichment activities, special projects, technology, and games.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,220

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 twice per week for support in the core subjects of math and reading. Each session will be 60 minutes long.

Strategy Rationale

Through after-school programs we are able to provide even more extensive remediation for those students in greatest need in an effort to close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Maxwell Rivers, Chiquita, maxwellc@duvalschools.org
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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 pre-planning. 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) to gather information on a child's development in emergent literacy. In addition, students are assessed on their abilities in reading and mathematics using the Curriculum Guide Assessments, DAR, iReady Reading Assessment 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. Students coming in to Crystal Springs Elementary from private school, homeschool, or out of district/state are readily welcomed. Every effort is made to obtain previous student records from the other school(s). That information helps CSE to know what has already been done for this student, any ongoing programs or differentiation needed, and any additional or future support needed.
Crystal Springs also helps 5th graders transition to middle school. The final 4-6 weeks has a "step up/transition to 6th grade" program built into the curriculum. Crystal Springs also has a field trip for all 5th graders to visit our neighborhood middle school, Joseph Stilwell Middle School. This middle school tour helps to acclimate our students to things to come.

College and Career Readiness

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

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

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

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1. If teachers can establish expectations and teach the core curriculum (Duval Reads, Duval Math, and Duval Science) with fidelity, then student understanding and proficiency will increase.

G2. If we increase engagement activities of the school community by cultivating a positive environment, then we will have a pleasant school atmosphere, as evidenced by positive interactions.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

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Crystal Springs Elementary School

G1. If teachers can establish expectations and teach the core curriculum (Duval Reads, Duval Math, and Duval Science) with fidelity, then student understanding and proficiency will increase. `1a`

`G071897`

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
FSA Mathematics - Achievement	50.0
FSA English Language Arts - Achievement	50.0

Resources Available to Support the Goal `2`

- Professional development, academic enhancement (common planning), Reading and Math coaches

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher's knowledge of the new curriculum

Plan to Monitor Progress Toward G1. `8`

Performance matters can be used to look at data; this data will show whether or not strategies and interventions used in the classroom are ultimately affecting overall test scores.

Person Responsible

Chiquita Maxwell Rivers

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data can be printed out or saved.

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Crystal Springs Elementary School

G2. If we increase engagement activities of the school community by cultivating a positive environment, then we will have a pleasant school atmosphere, as evidenced by positive interactions. `1a`

🔍 G071898

Targets Supported `1b`

Indicator	Annual Target
5Es Score: Parent Involvement	50.0

Resources Available to Support the Goal `2`

- PTA, SAC, Title 1 funds, parental involvement liaison, Parental Involvement Center

Targeted Barriers to Achieving the Goal `3`

- Lack of parental response to school mailings and low attendance for school-sponsored activities

Plan to Monitor Progress Toward G2. `8`

We will count how many parents attend events and compare it to attendance sheets from last year to see if our numbers are increasing. We can count how many parent surveys were returned this year to see if the number of surveys has increased from last year.

Person Responsible

Jennine Sobol

Schedule

Monthly, from 8/31/2015 to 6/10/2016

Evidence of Completion

The percent of parents attending events and returning surveys will increase in the 2015-2016 school year, as compared to last school year (2014-2015).

Duval - 2261 - Crystal Springs Elem. School - 2015-16 SIP

Crystal Springs Elementary School

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers can establish expectations and teach the core curriculum (Duval Reads, Duval Math, and Duval Science) with fidelity, then student understanding and proficiency will increase. 1

🔑 G071897

G1.B1 Lack of teacher's knowledge of the new curriculum 2

🔑 B187475

G1.B1.S1 Teachers will accurately use data to form small groups of students for differentiated center rotations. 4

🔑 S198968

Strategy Rationale

Teachers will instruct students using the new Duval curriculum in a small group setting.

Action Step 1 5

Teachers have been and will be provided instruction on how to use iReady and Achieve 3000 to compile student data which will be used for differentiated center rotations.

Person Responsible

Kimberly Tomlinson

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Data notebooks

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

Data notebooks can be kept (by each classroom teacher) to record student progress at small groups. The data should be fluid and constantly changing; as children successfully attain their goals, they are moved on to the next level and group to effectively meet their needs.

Person Responsible

Kimberly Tomlinson

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Administration will periodically conduct data notebook checks

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

Classroom observations

Person Responsible

Kimberly Tomlinson

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Administration (principal, assistant principals, coaches) will conduct classroom observations to monitor the effectiveness of small groups

G1.B1.S2 Teachers will effectively increase student vocabulary across the content areas. `4`

🔍 S198969

Strategy Rationale

Vocabulary increases comprehension in all content areas.

Action Step 1 `5`

Teachers can use word walls, vocabulary in differentiated center rotations, and teach vocabulary embedded in core instruction.

Person Responsible

Edith Hayes

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Classroom observations by administrators and coaches.

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

Teacher can give vocabulary quizzes and tests

Person Responsible

Edith Hayes

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Word walls, vocabulary work at centers, vocabulary homework

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

Classroom observations

Person Responsible

Edith Hayes

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Administrators and coaches can look for evidence of vocabulary being taught in all content areas when visiting classrooms in the school.

G2. If we increase engagement activities of the school community by cultivating a positive environment, then we will have a pleasant school atmosphere, as evidenced by positive interactions. `1`

G071898

G2.B1 Lack of parental response to school mailings and low attendance for school-sponsored activities `2`

B187476

G2.B1.S1 Crystal Springs Elementary school will host a minimum of 2 events where parents are invited per quarter. CSE will host these events at different times of the day. `4`

S198970

Strategy Rationale

The reasoning for events at different times is an attempt to allow for different parent work schedules.

Action Step 1 `5`

Create a system for sending e-mail blasts (mass email) to parents

Person Responsible

Jennine Sobol

Schedule

On 6/10/2016

Evidence of Completion

Parents will receive emails regarding upcoming activities and events

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

All email addresses from Open House sign-in sheets will be entered into Microsoft Outlook to create one contact group. The purpose of this group will be to notify parents of upcoming Crystal Springs Elementary events.

Person Responsible

Jennine Sobol

Schedule

On 6/10/2016

Evidence of Completion

An email contact group will exist in Microsoft Outlook. This group will be updated as often as necessary to keep the contact information current.

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

Administration can periodically spot check by asking parents that attend an event how they found out about the activity to see if email notification is working.

Person Responsible

Jennine Sobol

Schedule

Every 2 Months, from 8/31/2015 to 6/10/2016

Evidence of Completion

If parents state that they are receiving emails and communication has improved, then the email blasts will prove to be successful.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers have been and will be provided instruction on how to use iReady and Achieve 3000 to compile student data which will be used for differentiated center rotations.	Tomlinson, Kimberly	8/24/2015	Data notebooks	6/10/2016 monthly
G1.B1.S2.A1	Teachers can use word walls, vocabulary in differentiated center rotations, and teach vocabulary embedded in core instruction.	Hayes, Edith	8/24/2015	Classroom observations by administrators and coaches.	6/10/2016 monthly
G2.B1.S1.A1	Create a system for sending e-mail blasts (mass email) to parents	Sobol , Jennine	8/31/2015	Parents will receive emails regarding upcoming activities and events	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Performance matters can be used to look at data; this data will show whether or not strategies and interventions used in the classroom are ultimately affecting overall test scores.	Maxwell Rivers, Chiquita	8/24/2015	Data can be printed out or saved.	6/10/2016 weekly
G1.B1.S1.MA1	Classroom observations	Tomlinson, Kimberly	8/24/2015	Administration (principal, assistant principals, coaches) will conduct classroom observations to monitor the effectiveness of small groups	6/10/2016 weekly
G1.B1.S1.MA1	Data notebooks can be kept (by each classroom teacher) to record student progress at small groups. The data should be fluid and constantly changing; as children successfully attain their goals, they are moved on to the next level and group to effectively meet their needs.	Tomlinson, Kimberly	8/24/2015	Administration will periodically conduct data notebook checks	6/10/2016 monthly
G1.B1.S2.MA1	Classroom observations	Hayes, Edith	8/24/2015	Administrators and coaches can look for evidence of vocabulary being taught in all content areas when visiting classrooms in the school.	6/10/2016 weekly
G1.B1.S2.MA1	Teacher can give vocabulary quizzes and tests	Hayes, Edith	8/24/2015	Word walls, vocabulary work at centers, vocabulary homework	6/10/2016 weekly
G2.MA1	We will count how many parents attend events and compare it to attendance sheets from last year to see if our numbers are increasing. We can count how many parent surveys were returned this year to see if the number of surveys has increased from last year.	Sobol , Jennine	8/31/2015	The percent of parents attending events and returning surveys will increase in the 2015-2016 school year, as compared to last school year (2014-2015).	6/10/2016 monthly
G2.B1.S1.MA1	Administration can periodically spot check by asking parents that attend an event how they found out about the activity to see if email notification is working.	Sobol , Jennine	8/31/2015	If parents state that they are receiving emails and communication has improved, then the email blasts will prove to be successful.	6/10/2016 every-2-months
G2.B1.S1.MA1	All email addresses from Open House sign-in sheets will be entered into Microsoft Outlook to create one contact group. The purpose of this group will be to notify parents of upcoming Crystal Springs Elementary events.	Sobol , Jennine	8/31/2015	An email contact group will exist in Microsoft Outlook. This group will be updated as often as necessary to keep the contact information current.	6/10/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers can establish expectations and teach the core curriculum (Duval Reads, Duval Math, and Duval Science) with fidelity, then student understanding and proficiency will increase.

G1.B1 Lack of teacher's knowledge of the new curriculum

G1.B1.S1 Teachers will accurately use data to form small groups of students for differentiated center rotations.

PD Opportunity 1

Teachers have been and will be provided instruction on how to use iReady and Achieve 3000 to compile student data which will be used for differentiated center rotations.

Facilitator

Tomlinson

Participants

All faculty

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S1.A1	**Teachers have been and will be provided instruction on how to use iReady and Achieve 3000 to compile student data which will be used for differentiated center rotations.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	2261 - Crystal Springs Elem. School	General Fund		$0.00
			Notes: Substitutes will be provided for teacher coverage during i-Ready and Achieve 3000 training..			
2	G1.B1.S2.A1	**Teachers can use word walls, vocabulary in differentiated center rotations, and teach vocabulary embedded in core instruction.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		510-Supplies	2261 - Crystal Springs Elem. School			$0.00
			Notes: Materials for differentiated centers and rotations			

Duval - 2261 - Crystal Springs Elem. School - 2015-16 SIP

Crystal Springs Elementary School

Budget Data

3	G2.B1.S1.A1	Create a system for sending e-mail blasts (mass email) to parents	$0.00
		Total:	$0.00