

Martin County School District

Crystal Lake Elementary School



2015-16 School Improvement Plan

Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

cle.sbmc.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	39%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Martin County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

In partnership with families and the community, our mission is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

Provide the school's vision statement

Our vision is to inspire children to think critically, learn creatively, and exceed expectations of the future.

School Environment

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

Administration greets new parents throughout the summer and encourage involvement. Previous schools are contacted and records requested. This information is used to place students and share with teachers. Students are placed with teachers who will match the needs the students and promote a positive relationship to maximize learning. Teachers implement circle time and additional opportunities for students to talk about themselves. Teachers use this information to create pairs and or small groupings during lessons. Teachers welcome students as they walk into the classroom and provide communication for parents on positive accomplishments.

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

Positive Behavior Intervention Support (PBIS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Students are positively greeted throughout campus by staff and offered assistance as needed. Staff provide additional support to students who are at risk through check in check out and other types of positive interaction.

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

Positive Behavior Intervention Support (PBIS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
PBIS cafeteria expectations are posted so students can see. They are referred to when addressing students.
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.

Cafeteria expectations will be address with weekly rewards.
4th/5th grade classes created constitutions to include behavior expectations.
Grades K-3 created classroom rules/expectations
Provide trainings and rewards for teachers/staff as needed
2015-2016 Bus drivers received training, Hawks tickets and rewards for reinforcing PBiS on the bus.

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

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Cafeteria expectations will be address with weekly rewards.
4th/5th grade classes created constitutions to include behavior expectations.
Grades K-3 created classroom rules/expectations.
Provide trainings and rewards for teachers/staff.
Guidance Counselor will:
Plan monthly lessons and also target areas as needed
Small group counseling sessions
Bullying Awareness.prevention
Tykes and Teens will:
Communicates with parents
Counsels with students
Hospice: High Hopes small groups sessions available after school
DARE Officer
Drug awareness education
Support students and staff as needed
Select Support staff/teachers
Check in check out with specific students to provide encouragement

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

ATTENDANCE:

Crystal Lake Elementary's administration partnered with our Positive Behavior Intervention Support Team (PBIS) is focusing on improving student attendance including tardies and early sign outs as they all result in lost minutes of learning for the student. Monthly, review data to locate any possible trends regarding absences as well as tardies and early dismissal of students.

When absences, tardies, or early sign outs occur we will follow these steps:

1. Teachers who have a student absent, tardy, or signed out early two times will make contact with parents and document that conversation.
2. Teachers will continue to monitor those students and if there is a second time of two occurrences, they will make contact a second time with parents.
3. Students who have additional absences, tardies, or are signed out early beyond those events will be contacted by guidance counselor and/or administration and a conference will be set with parent/guardian and a contract between the school and family will be written. This contract will be monitored by the Assistant Principal.
4. The Assistant Principal or principal will contact the MCSD Truancy Officer assigned to CLE for

additional support beyond the contract.

ACADEMICS:

Collaborative Learning Teams will review student data using common formative and summative assessments. Interventions will be designed and implemented to address areas of proficiency deficiencies.

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	6	7	5	3	6	6	33
One or more suspensions	0	2	0	0	3	3	8
Course failure in ELA or Math	0	0	0	8	0	0	8
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
	3	4	5	
Students exhibiting two or more indicators	1	5	2	8

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

ATTENDANCE:

Crystal Lake Elementary is focusing on attendance with an aggressive yet positive approach. We have created a system of more frequent communication between the school and family regarding concerns of lost instructional time. Additionally, as part of the Positive Behavior Intervention Support (PBIS) Team, our school is focusing on recognizing students who are maintaining acceptable attendance patterns during our monthly celebrations that are focused on our school-wide expectations.

ACADEMICS:

Utilizing specific details from student assessment reports, combined with monthly progress monitoring data, struggling students have been provided academic learning goals to assist with providing academic growth opportunities. Teachers will support learning opportunities by strategically planning and instructing in small groups using a variety of teaching methods to assist those students with gaps of knowledge in Reading (ELA), Writing (ELA), Math, and Science.

SUSPENSIONS:

The PBIS team monitors referral data as well as minor behavior occurrences. The information collected from minor and major reporting is analyzed by location, grade level, time of day, incident, gender, and broken expectation. Through analyzing, if any trend is noticeable, further discussion occurs and is centered around discovering possibly triggers as well as solutions that can be put in place to prevent future occurrences. If it is discovered that a referral (minor or major) is happening for a repeat offender; parent contact is made via phone or in person and a behavior plan is drafted and implemented. The teacher, supported by administration and student services will monitor the behavior plan.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

100% of families/guardians will participate in at least one event at Crystal Lake Elementary during the 2015-16 school year.-

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

Local businesses become business partners. They provide donations to support students and teachers. (i.e. classroom supplies, clothing, donations to encourage attendance for students and staff.) The Education Foundation of Martin County provided opportunities for teachers to get funding for projects and classroom materials. On occasion, the foundation provides funding for professional development opportunities. Work with local churches and organizations to supply school supplies, food and clothing.

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
Watkins, Brenda	Principal
Elliott, Trisha	Assistant Principal
Vigil, Gina	Other
Zehnder, Kathryn	Instructional Coach
Parente, Michele	Guidance Counselor

Duties

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

The Leadership Team consists of principal, assistant principal, Literacy Coach, IPS Coach and Guidance Counselor. Data and strategies are reviewed to make decisions on students and teachers needing additional support. Administration will attend CLT meetings. Teachers are responsible for bringing data to meetings to address future steps in student learning.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Crystal Lake Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Vicky Aton	Parent
Katie Michalowski	Teacher
Brenda Watkins	Principal
Alex Caraballo	Parent
Kelly Butera	Parent
Jamie Dowd	Parent
Lauren Dowling	Education Support Employee
Hilda Hernandez	Teacher
Nicollette Lindsey	Parent
Simone Mussenden	Parent
Missy O'Donnell	Parent
Craig Quarles	Business/Community
Connie Pavlik	Parent
Laira Starnes	Teacher
Laurin Stocker	Parent
Gina Vigil	Teacher
Susan Zimmerman	Business/Community
Michelle Baughman	Teacher
Rebecca Gonzales	Teacher
Jennifer Towell	Teacher
Kyla Wright	Teacher
	Student

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

We are still waiting for FSA scores. We used iReady for reading and math scores, F&P running record scores and district science benchmark scores when designing strategies for this plan. This information was used help target areas that still need improvement. School improvement teams shared activities implemented and suggestions for the next school year.

Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

Preparation of the school's annual budget and plan

The school budget is determined at the district level.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members. These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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
Watkins, Brenda	Principal
Elliott, Trisha	Assistant Principal
Zehnder, Kathryn	Instructional Coach
Martin, Elizabeth	Instructional Media
Steward, Crystal	Teacher, K-12
Kowalski, Lauren	Teacher, K-12
Towell, Jennifer	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will be focused on analyzing current student data (F & P running records, assessments, iReady, district benchmarks and state assessments) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will continue on balanced literacy and scoring running records with fidelity and making instructional decisions based on results.

The team will monitor the school improvement plan ELA strategies to continue in the support of balanced literacy and best teaching practices to prepare students for state assessments.

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

All teachers have a common grade level planning. They are encouraged to share ideas during staff meetings and CLT's. Their input is solicited whenever possible to give ownership. Teachers share ideas with each other and team members. They are supported when they want to visit other teachers and schools.

In addition, our school has created a partnership with another school to foster a positive working relationship with teachers and sharing ideas.

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

Administration will:

Provide new teachers to the county with a mentor.

Encourage attendance at the district's Teachers Mentoring Teachers program

Offer on-going opportunities for professional growth

Monitor certification/endorsement needs and notify teachers of opportunities to complete

Encourage veteran teachers to become model/mentor classroom teachers to offer support throughout school and district.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Each teacher new to the district is assigned a veteran teacher, preferably within their grade level or certification area to serve as their mentor for the year. Administration will continue to meet and provide support to new teachers in school/district policies and procedures.

Biweekly meetings/trainings called "New to the Nest" have been created to help provide support to new teachers and any teacher needing additional training on Focus, Promethean Boards, instructional practice and more. New teachers are encouraged to share what additional training they need.

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

Teachers will be provided with FSA item specs. Additionally, they will take a sample FSA and share concerns and thoughts. The school district instructional coordinators have provided instructional resources on district webpages and teachers will continue to use CPalms.

The Leadership Team will review student data and direction for future goals. Grade level CLT's will allow teachers to compare students work and teaching strategies.

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

Data is reviewed biweekly by teachers, coaches, and administration during CLT's. Coaches support teachers with instructional decision-making to ensure that differentiation occurs within classrooms to meet the needs of all learners. Coaches reviewed data with teachers, collaborated to create groups, and supported instruction for the students in and outside of the classroom. These groups were formed for reading and math.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Crystal Lake provides a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age to our school.

Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to assist in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The percentage of students scoring at level 3 or above in Science will increase.
- G2.** The number of STEM opportunities will increase across grade levels.
- G3.** The number of activities for Parents to become involved at Crystal Lake will increase.
- G4.** Increase number of students scoring proficiency on FSA ELA writing.
- G5.** Increase the percentage of students scoring at proficiency on state ELA assessment.
- G6.** Increase the percentage of students scoring proficiency on FSA Math.

Strategic Goals Detail

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

G1. The percentage of students scoring at level 3 or above in Science will increase. 1a

G072752

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Increased use of Science journals in classrooms and in the lab.
- Increase Project-based Learning and STEM activities for students to explore real-world problems.
- District Science Coordinator to provide professional development on effective science strategies.

Targeted Barriers to Achieving the Goal 3

- Teachers need ongoing training on implementing a Science journal for cross-curricular infusion.
- Teachers need ongoing training and resources for Project-based Learning/STEM structure and development.
- New teachers and teachers teaching new grade levels.

Plan to Monitor Progress Toward G1. 8

Increase use of Science journals.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student Science/cross curricular journals

G2. The number of STEM opportunities will increase across grade levels. 1a

G072753

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Resources Available to Support the Goal 2

- Increase students' limited access to exploration and accessing scientific experiences in the real world.
- CPALMS, standards Frameworks

Targeted Barriers to Achieving the Goal 3

- Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.
- Teachers need a better understanding of how to use CPALMS and implementing common and formative assessments.

Plan to Monitor Progress Toward G2. 8

Analyze student benchmark data.

Person Responsible

Trisha Elliott

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student data on learning gains will be collected. On grade level standards that show no or low improvement will be evaluated for fidelity of implementation.

G3. The number of activities for Parents to become involved at Crystal Lake will increase. 1a

G072754

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	5.0

Resources Available to Support the Goal 2

- Watch DOGS, SIP Goal, PTA, SAC, Parental interest

Targeted Barriers to Achieving the Goal 3

- Communication of Activities and details, provide and share information with parents on hot topics (Standards based grading, FSA, Cyberbullying, PBLs, etc.).
- Parent attendance school related activities declines as the year progresses.

Plan to Monitor Progress Toward G3. 8

Monitor sign in rosters.

Person Responsible

Gina Vigil

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in rosters and exit tickets will be used to monitor attendance and participation.

G4. Increase number of students scoring proficiency on FSA ELA writing. 1a

G072755

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	44.0

Resources Available to Support the Goal 2

- District Writers Workshop trainings
- Florida Standards test item specs and writing rubrics
- Writers Workshop lessons

Targeted Barriers to Achieving the Goal 3

- Limited instructional time.
- Professional development in writing
- Writing resources

Plan to Monitor Progress Toward G4. 8

Writing scores on FSA ELA writing will increase.

Person Responsible

Brenda Watkins

Schedule

On 5/27/2016

Evidence of Completion

FSA ELA writing scores

G5. Increase the percentage of students scoring at proficiency on state ELA assessment. 1a

G072756

Targets Supported 1b

Indicator	Annual Target
AMO Reading - SWD	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - All Students	
ELA/Reading Gains	87.0
AMO Reading - Hispanic	
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal 2

- Literacy Coaches are available to model lessons and provide resources for instructional staff. Literacy Coach will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction. Unwrapped ELA standards are available on the district website. Standards-based grading (SBG) and assessment guides are in place for K-5.

Targeted Barriers to Achieving the Goal 3

- Teachers need deeper understanding and experience with the rigor of FSA ELA.
- Instructional Staff needs more support in differentiated small group reading instruction.
- Teachers need resources and training to support struggling students.
- Teachers need a better understanding about SBG and how it relates to Florida Standards.

Plan to Monitor Progress Toward G5. 8

Use progressing monitoring tools.

Person Responsible

Kathryn Zehnder

Schedule

Biweekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

iReady, F& P running records, FSA ELA results

G6. Increase the percentage of students scoring proficiency on FSA Math. 1a

G072757

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	68.0
AMO Math - ELL	77.0
AMO Math - SWD	66.0
AMO Math - All Students	81.0
Math Gains	88.0
Math Lowest 25% Gains	94.0
AMO Math - Hispanic	74.0

Resources Available to Support the Goal 2

- The percentage of students scoring proficiency in math will increase.

Targeted Barriers to Achieving the Goal 3

- Students' limited exposure to math in the real-world.
- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.
- Teacher understanding of FSA and assessment specs.
- Lower performing students need more differentiated instruction.

Plan to Monitor Progress Toward G6. 8

Analyze iReady, Formative and Summative assessment data.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

All data will be used to determine progress toward target.

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. The percentage of students scoring at level 3 or above in Science will increase. **1**

 G072752

G1.B1 Teachers need ongoing training on implementing a Science journal for cross-curricular infusion. **2**

 B189816

G1.B1.S1 Increased use of Science journals in classrooms and in the lab to allow for cross content area learning. **4**

 S201192

Strategy Rationale

Journal writing will increase writing skills and high order thinking skills.

Action Step 1 **5**

Professional development, and cross curricular planning of instructional staff.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

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

Monitor teacher lesson plans.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Teacher lesson plans will be monitored for implementation; Student Journals will be used for fidelity.

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

Implementation of science journals.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Science/cross curricular journals

G1.B1.S2 Provide/Review NGSS. 4

S201193

Strategy Rationale

Teacher refer to standards to make instructional decisions.

Action Step 1 5

Review/provide NGSS Science standards/CPALMS/District Frameworks.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/24/2015 to 4/29/2016

Evidence of Completion

Lesson plans, observations.

Action Step 2 5

Provide resources, training including opportunities for teachers to visit other classrooms implementing PBL's.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observations, notes, sign in rosters, reflection logs

Action Step 3 5

Continue training on Standards based grading.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Scales in the classroom, lesson plans, and standards based grading in Focus

Action Step 4 5

Continue support using CPALMS and common and formative assessments.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

CLT agendas/minutes including data, sign in rosters, observations

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

Classroom observations, CLT agendas and minutes, lesson plans, work samples.

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Review of lesson plans for implementation of NGSS

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

Review lesson plans.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 9/29/2015 to 6/3/2016

Evidence of Completion

Lesson plan checklist

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

Teachers will share exemplar science journals as a model.

Person Responsible

Laira Starnes

Schedule

Every 2 Months, from 9/29/2015 to 6/3/2016

Evidence of Completion

Science SIP CLT meeting notes shared with SAC members

G1.B1.S3 Use district science benchmark data to make instructional decisions. 4

 S201194

Strategy Rationale

District benchmark data show areas of deficiency as individual students and class.

Action Step 1 5

Review previous end of the year 4th grade science benchmark data to make instructional decisions.

Person Responsible

Brenda Watkins

Schedule

Triannually, from 9/29/2015 to 6/3/2016

Evidence of Completion

Invite district Science coordinator

Action Step 2 5

Monitor student progress using common assessments and district benchmark assessment data.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/29/2015 to 6/3/2016

Evidence of Completion

Results of district benchmark testing

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Create lessons targeting deficiencies based on benchmark results.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/29/2015 to 6/3/2016

Evidence of Completion

CLT minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Review benchmark scores for progress.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/29/2015 to 6/3/2016

Evidence of Completion

Benchmark data

G1.B2 Teachers need ongoing training and resources for Project-based Learning/STEM structure and development. **2**

 B189817

G1.B2.S1 Provide STEM training opportunities for staff members. **4**

 S201195

Strategy Rationale

Teacher need training in order to integrate subject areas.

Action Step 1 **5**

Continue to provide STEM/CPALMS/Frameworks training.

Person Responsible

Trisha Elliott

Schedule

On 5/27/2016

Evidence of Completion

Conference schedule/notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

STEM team will provide feedback to and from grade level groups on implementation of STEM activities.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

STEM meeting notes on grade level check in of implementation; artifacts collected by STEM team members

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

STEM team members will collect artifacts and provide feedback to staff on STEM activities that are grade level appropriate. STEM team will conduct professional development with grade level representatives to ensure fidelity of implementation.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion


STEM team meeting notes and artifacts of activities implemented at each grade level.

G1.B3 New teachers and teachers teaching new grade levels. 2

 B189818

G1.B3.S1 Provide opportunities for new teachers to receive information or training by veteran teachers.

4

 S201196

Strategy Rationale

If new teachers are trained, they will be better able to implement strategies to increase test scores.

Action Step 1 5

Continue using New to the Nest.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Meeting notes and agenda

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Review new teacher reflection log.

Person Responsible

Trisha Elliott

Schedule

Every 2 Months, from 9/29/2015 to 6/3/2016

Evidence of Completion

Reflection notes and journal

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Analyze data from benchmarks.

Person Responsible

Trisha Elliott

Schedule

On 6/3/2016

Evidence of Completion

Benchmark data

G2. The number of STEM opportunities will increase across grade levels. 1

G072753

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning. 2

B189819

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences. 4

S201197

Strategy Rationale

Teacher turnover requires ongoing STEM training. Additionally, teachers need more strategies for STEM implementation.

Action Step 1 5

Teachers will plan implementation/revision of STEM labs, Shared scales for Science benchmarks.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom observations; rubrics; Student feedback

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

Implementation of STEM activities.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/29/2015 to 6/3/2016

Evidence of Completion

Observations, ERO sign in, lesson plans, science journals

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

Monitor district Benchmark tests, science journals.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/29/2015 to 6/3/2016


Evidence of Completion

Observations, district science benchmark, science journals

G2.B2 Teachers need a better understanding of how to use CPALMS and implementing common and formative assessments. 2

 B189820

G2.B2.S1 Provide trainings on using CPALMs and standards frameworks. 4

 S201198

Strategy Rationale

With a better understanding teachers will feel comfortable using these resources to ensure rigor.

Action Step 1 5

Teachers will receive trainings on using CPALMS and implementing lessons.

Person Responsible

Brenda Watkins

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in rosters, lesson plans, observations

Action Step 2 5

Teachers will receive training using common and formative assessments.

Person Responsible

Brenda Watkins

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

Evidence of Completion

CLT meeting agendas/minutes

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

Monitor sign in rosters, lesson plans, sample tests, observations.

Person Responsible

Brenda Watkins

Schedule

On 5/27/2016

Evidence of Completion

Sign in rosters; lesson plans, sample tests, observations

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

Analyze common assessments and benchmark assessments for student growth.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in rosters; lesson plans, sample tests, observations

G3. The number of activities for Parents to become involved at Crystal Lake will increase. 1

G072754

G3.B1 Communication of Activities and details, provide and share information with parents on hot topics (Standards based grading, FSA, Cyberbullying, PBLs, etc.). 2

B189821

G3.B1.S1 Provide information in Monthly Newsletter going home to parents, websites, social media, phone calls, emails. 4

S201199

Strategy Rationale

Parents need information given to them in a variety of methods.

Action Step 1 5

Continue using monthly News Letter; website, social media, phone messages, and emails.

Person Responsible

Gina Vigil

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Newsletters, script from phone messages, website, emails

Action Step 2 5

Explore the idea of teachers donating copies for printing newsletters.

Person Responsible

Brenda Watkins

Schedule

On 5/30/2016

Evidence of Completion

List of copies donated

Action Step 3 5

Each grade level has a PTA representative to increase communication.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/7/2015 to 5/30/2016

Evidence of Completion

Minutes from PTA meetings

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monitor for increase in parent involvement.

Person Responsible

Gina Vigil

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observation, sign in rosters

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Parents will give input into programs.

Person Responsible

Gina Vigil

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Surveys, sign in rosters, pictures

G3.B2 Parent attendance school related activities declines as the year progresses. 2

 B189822

G3.B2.S1 Provide more opportunities for parents to learn about their student's academic performance.

4

 S201201

Strategy Rationale

Parents mention they feel a disconnect with changes in education.

Action Step 1 5

Provide a parent evening on PBL's (Problem Based Learning).

Person Responsible

Gina Vigil

Schedule

Semiannually, from 12/18/2015 to 4/22/2016

Evidence of Completion

Attendance sign in, activities, exit comment slips

Action Step 2 5

Research/ implement a Publix evening for parents and students to attend.

Person Responsible

Michele Parente

Schedule

On 12/11/2015

Evidence of Completion

Attendance sign in, flyer

Action Step 3 5

Conduct an evening with information on Cyberbullying.

Person Responsible

Michele Parente

Schedule

On 2/26/2016

Evidence of Completion

Sign in roster

Action Step 4 5

Correspond with PTA to combine activities with PTA General meetings.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/28/2015 to 5/30/2016

Evidence of Completion

Sign in roster

Action Step 5 5

Implement classrooms/school-wide celebrations.

Person Responsible

Naomi (Missi) Campbell

Schedule

Monthly, from 9/28/2015 to 5/27/2016

Evidence of Completion

Pictures, news events, sign in rosters

Action Step 6 5

Research/in-service teachers are conducting student led conferences.

Person Responsible

Janet Aitken

Schedule

Semiannually, from 9/28/2015 to 2/29/2016

Evidence of Completion

In-service roster, implementation of student led conferences

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Parents will sign in and will be monitored.

Person Responsible

Gina Vigil

Schedule

Quarterly, from 9/28/2015 to 4/22/2016

Evidence of Completion

Sign in sheets, exit tickets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Parents will complete activities and complete exit tickets.

Person Responsible

Gina Vigil

Schedule

Semiannually, from 12/18/2015 to 4/22/2016

Evidence of Completion

Sign in rosters, pictures of activities, exit tickets

G4. Increase number of students scoring proficiency on FSA ELA writing. 1

G072755

G4.B1 Limited instructional time. 2

B189823

G4.B1.S1 Integrate writing in reading and across other content areas. 4

S201203

Strategy Rationale

Students need to be more critical writers, defending and evaluating what they are learning.

Action Step 1 5

Students will write in content areas.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Classroom Observations Lesson Plans Student Portfolios / Journals

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Collaborative Learning Teams will discuss writing samples.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 5/29/2015 to 5/27/2016

Evidence of Completion

Lesson Plans, Observations, student samples, journals, agendas/minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will share journals, work samples in CLT's, SIP Committees.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Journals, work samples, meeting agenda and minutes

G4.B1.S2 Integrate writing into PBL's. 4

 S201204

Strategy Rationale

Students will be able to articulate the steps taken and critical thinking used in their PBL.

Action Step 1 5

Increase the implementation of PBL's to incorporate writing.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom observations, student writing

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Classroom observations involving student discussions on PBL.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

iObservation, student work samples

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Monitor students' growth and mastering skills.

Person Responsible

Brenda Watkins


Schedule

Monthly, from 9/4/2015 to 5/27/2016


Evidence of Completion

Task sheets, journals, student observational tools, common assessments, CLT minutes

G4.B2 Professional development in writing 2

 B189824

G4.B2.S1 Provide professional development opportunities. 4

 S201205

Strategy Rationale

Teachers have shared they need more professional development in teaching writing. Previous FCAT Writes scores and student writing samples reflect this need.

Action Step 1 5

Collaborate with JDP and district writing coaches to provide professional development strategies in writing.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Brenda Watkins, Trisha Elliott

Action Step 2 5

Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

student writing samples, lesson plans

Action Step 3 5

Provide opportunities for teachers to visit classrooms using best practices in writing.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Observations, notes from teachers

Action Step 4 5

Continue working with teachers on standards based grading.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/12/2014 to 6/5/2015

Evidence of Completion

Scales/rubrics posted, lesson plans and Focus

Action Step 5 5

Implement regular writing prompts and reviewing data during CLT meetings.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Writing samples, meeting agendas and minutes

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Monitor lesson plans, ERO records, student writing samples, CLT agendas and minutes.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student progression in writing samples or lack of progression, intervention strategies, informal observation

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

Monitor student writing samples.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Student writing samples, lesson plans

G4.B3 Writing resources 2

 B189825

G4.B3.S1 Provide teachers with ELA FSA Writing specs and rubrics. 4

 S201206

Strategy Rationale

The state writing assessment has changed this year.

Action Step 1 5

Provide teachers with ELA writing specs and rubrics.

Person Responsible

Brenda Watkins

Schedule

On 10/2/2015

Evidence of Completion

Scales and rubrics will be visible, lesson plans, observations, writing samples

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Writing specs will be used for CLT's.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

CLT agendas and minutes, student writing samples

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Discussion during CLT meetings on writing samples and interventions.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

CLT agendas and minutes, student writing samples


G5. Increase the percentage of students scoring at proficiency on state ELA assessment. 1

 G072756

G5.B1 Teachers need deeper understanding and experience with the rigor of FSA ELA. 2

 B189826

G5.B1.S1 Provide teachers with FSA ELA test item specs and inservices to implement/plan.(including CPALMS for complexity levels). 4

 S201207

Strategy Rationale

New state assessment with more rigorous standards. Teachers will needs to revise teaching strategies.

Action Step 1 5

Make copies of FSA ELA test items specs, unit frameworks, and common assessments for teachers.

Person Responsible

Trisha Elliott

Schedule

On 10/30/2015

Evidence of Completion

Teachers referring to test item specs during meetings, lesson plans, PLC agendas and minutes

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Teachers will use ELA Test item specs for planning and PLC.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Coach's Log Evaluations in ERO Sign-in Forms

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Teacher will provide feedback on student progress.

Person Responsible

Brenda Watkins


Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G5.B1.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. 4

 S201208

Strategy Rationale

Teachers need continued support in moving forward with balanced literacy and working with struggling students.

Action Step 1 5

Literacy coach will hold open sessions for teachers to seek support.

Person Responsible

Kathryn Zehnder

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Notes from teachers attending

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Evidence of strategies being implemented will be observed through classroom observations.

Person Responsible

Kathryn Zehnder

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Observation records, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Ongoing open sessions with the literacy coach and classroom observations will be used.

Person Responsible

Kathryn Zehnder

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Observations, lesson plans, teacher surveys

G5.B1.S3 Implement the use of SWIVL for teachers to monitor their own teaching. 4

 S201209

Strategy Rationale

Teachers will have the opportunity to watch themselves teaching and self-reflect.

Action Step 1 5

Trainings in how to use SWIVL.

Person Responsible

Brenda Watkins

Schedule

On 10/5/2015

Evidence of Completion

Presentation to staff

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Teachers will use SWIVL to self reflect on teaching.

Person Responsible

Kathryn Zehnder

Schedule

Semiannually, from 10/5/2015 to 6/3/2016

Evidence of Completion

Videos, self reflection logs

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Admin will discuss during Deliberate practice meetings.

Person Responsible

Brenda Watkins


Schedule

Semiannually, from 9/30/2015 to 4/15/2016

Evidence of Completion

Videos, self reflection logs

G5.B1.S6 Continue to model PLC's but gradually release to teachers. 4

 S201212

Strategy Rationale

Last year we focused on grade level PLC's. A few grade level grasped the concept and are already running their own meetings. The rest of the grade levels need additional support.

Action Step 1 5

Provide additional training and support for grade levels to take control of their own meetings.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Meeting agendas, minutes, data, common formative assessments

Plan to Monitor Fidelity of Implementation of G5.B1.S6 6

Admin will attend CLT meetings, agendas and minutes.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 10/6/2015 to 5/27/2016

Evidence of Completion

Agendas, minutes, formative assessments, student data

Plan to Monitor Effectiveness of Implementation of G5.B1.S6 7

Admin will attend meetings, collect agendas and minutes.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 10/6/2015 to 5/27/2016

Evidence of Completion

Agendas, minutes, common assessments

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction. 2

 B189827

G5.B2.S1 Continue to provide teachers with strategies for differentiated instruction. 4

 S201214

Strategy Rationale

The work has been started and needs to continue.

Action Step 1 5

Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.

Person Responsible

Kathryn Zehnder

Schedule

Biweekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Literacy Coach will model lessons for teachers to implement.

Person Responsible

Kathryn Zehnder

Schedule

Weekly, from 10/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans, observations, PLC agendas and minutes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Analyze iReady and reading running records.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Classroom observations, running records, iReady

G5.B2.S2 Continue to provide professional development in balanced literacy. 4

 S201215

Strategy Rationale

The work has been started and needs to continue.

Action Step 1 5

Provide professional development for balanced literacy.

Person Responsible

Kathryn Zehnder

Schedule

Semiannually, from 10/26/2015 to 5/27/2016

Evidence of Completion

ERO, classroom observations, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B2.S2 6

Implementation of balance literacy strategies in the classroom.

Person Responsible

Kathryn Zehnder

Schedule

Semiannually, from 10/1/2015 to 5/27/2016

Evidence of Completion

Lesson plans, classroom observations, running records

Plan to Monitor Effectiveness of Implementation of G5.B2.S2 7

Classroom observations of implementation.

Person Responsible

Kathryn Zehnder


Schedule

Semiannually, from 10/1/2015 to 5/27/2016

Evidence of Completion

Observational records, running records

G5.B3 Teachers need resources and training to support struggling students. 2

 B189828

G5.B3.S1 Provide mentor texts to be used in the classroom. 4

 S201216

Strategy Rationale

Teachers need more resources/texts.

Action Step 1 5

Purchase mentor texts and book links.

Person Responsible

Kathryn Zehnder

Schedule

Annually, from 10/30/2015 to 1/29/2016

Evidence of Completion

Receipts of purchase

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Use of mentor texts in lessons.

Person Responsible

Kathryn Zehnder

Schedule

Annually, from 10/30/2015 to 1/29/2016

Evidence of Completion

Lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Use of mentor texts in lessons.

Person Responsible

Kathryn Zehnder

Schedule

Annually, from 10/30/2015 to 1/29/2016

Evidence of Completion

Receipts, lesson plans, classroom observations

G5.B3.S2 Provide researched based programs and training to support struggling readers. 4

S201217

Strategy Rationale

Teachers need support in helping struggling readers.

Action Step 1 5

Purchase researched based programs to be used for interventions.

Person Responsible

Kathryn Zehnder

Schedule

Annually, from 10/30/2015 to 1/29/2016

Evidence of Completion

Data, MTSS monitoring

Action Step 2 5

Train teachers on using research based programs for interventions.

Person Responsible

Kathryn Zehnder

Schedule

Weekly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Lesson plans, F & P running records, iReady

Action Step 3 5

Continue to provide support for PLCs/CLTs including purchasing books for reference.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 10/30/2015 to 5/27/2016

Evidence of Completion

Evidence of checking out books and PLC/book discussion meetings, ERO, sign in rosters

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Review intervention programs/strategies.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Teacher made documentation, MTSS notes, increase in student achievement

Plan to Monitor Fidelity of Implementation of G5.B3.S2 6

Review PLC agendas and notes.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Review of PLC and SBLT agendas and minutes, observations

Plan to Monitor Effectiveness of Implementation of G5.B3.S2 7

Collect and analyze F & P records, iReady, and ELA FSA results.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

F & P running records, iReady, and ELA FSA results

G5.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards. 2

B189829

G5.B4.S1 Provide support in standards based grading. 4

S201218

Strategy Rationale

Teachers need a better understanding of SBG and how it related to Florida Standards.

Action Step 1 5

Provide ongoing trainings and discussions on standards based grading and Florida Standards.

Person Responsible

Trisha Elliott

Schedule

Biweekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

CLT agendas/minutes, sign in rosters, lesson plans, Focus

Action Step 2 5

Provide ELA FSA test items specs.

Person Responsible

Trisha Elliott

Schedule

On 10/30/2015

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G5.B4.S1 6

Review and disaggregate F & P running records, iReady results, ELA FSA results; review lesson plans.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Lesson plans, F & P running records, iReady results, ELA FSA results

Plan to Monitor Effectiveness of Implementation of G5.B4.S1 7

Review and disaggregate F & P records, iReady results, ELA FSA results; review lesson plans.

Person Responsible

Kathryn Zehnder

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

Lesson plans, F & P running records, iReady results, ELA FSA results

G6. Increase the percentage of students scoring proficiency on FSA Math. 1

G072757

G6.B1 Students' limited exposure to math in the real-world. 2

B189830

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities, PBLs, and for homework. 4

S201219

Strategy Rationale

To allow students to make connections in lessons to real-world application.

Action Step 1 5

Collaborative Learning Team to analyze data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Person Responsible

Andraya Macko

Schedule

Every 2 Months, from 9/24/2015 to 5/26/2016

Evidence of Completion

Meeting notes

Action Step 2 5

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Student work samples, lesson plans

Action Step 3 5

Increase the use of math journals for critical thinking and writing skills.

Person Responsible

Trisha Elliott

Schedule

Daily, from 9/24/2015 to 5/26/2016

Evidence of Completion

Lesson plans, student writing samples, classroom observations

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Review student work samples and student conferences.

Person Responsible

Brenda Watkins

Schedule

On 5/26/2016

Evidence of Completion

Work samples, lesson plans. guided math group notes

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Analyze iReady, Formative and Summative assessment results.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Higher scores on assessments

G6.B1.S2 Provide enrichment opportunities for higher performing students. 4

S201220

Strategy Rationale

To focus teachers on also providing enrichment opportunities for higher performing students.

Action Step 1 5

Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery.

Person Responsible

Trisha Elliott

Schedule

Daily, from 9/24/2015 to 5/26/2016

Evidence of Completion

Lesson plans, intervention logs

Plan to Monitor Fidelity of Implementation of G6.B1.S2 6

Encourage teachers switching students for remediation and enrichment during iii time.

Person Responsible

Trisha Elliott

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Student work samples, lesson plans, CLT agendas/minutes, observations

Plan to Monitor Effectiveness of Implementation of G6.B1.S2 7

Provide higher performing students with enrichment opportunities.

Person Responsible

Trisha Elliott

Schedule

Daily, from 9/24/2015 to 5/26/2016


Evidence of Completion

iReady scores, assessments, student work samples/products

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. 2

 B189831

G6.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results. 4

 S201221

Strategy Rationale

Teachers need a better understanding with correlating data and how it relates to the FSA.

Action Step 1 5

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.

Person Responsible

Trisha Elliott

Schedule

Every 2 Months, from 9/24/2015 to 5/26/2016

Evidence of Completion

ERO sign in, lesson plans, observations, progress monitoring results

Action Step 2 5

Attend district Math PD Workshops.

Person Responsible

Andraya Macko

Schedule

Every 2 Months, from 9/22/2015 to 5/24/2016

Evidence of Completion

ERO sign-in, implementation of strategies learned, notes

Plan to Monitor Fidelity of Implementation of G6.B2.S1 6

Monitor weekly lesson plans, meeting minutes, classroom experiences.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Lesson plans, observations of lesson delivery, CLT agenda/minutes

Plan to Monitor Effectiveness of Implementation of G6.B2.S1 7

Observe classroom lessons, iReady results, Math FSA.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation

G6.B3 Teacher understanding of FSA and assessment specs. 2

 B189832

G6.B3.S1 Provide teachers with FSA math test item specs. 4

 S201222

Strategy Rationale

Teachers need to be able to understand Florida Standards and how they will be assessed.

Action Step 1 5

Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2016

Evidence of Completion

FSA specs resource binder

Action Step 2 5

Use test items specs during CLT meetings to determine student needs and possible interventions.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

FSA specs resource binder, CLT meeting notes

Plan to Monitor Fidelity of Implementation of G6.B3.S1 6

Review of student work samples, common assessments, lesson plans, informal observations.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Lesson plans, iReady results, student work samples, CLT agendas and minutes

Plan to Monitor Effectiveness of Implementation of G6.B3.S1 7

Review of iReady Assessment scores.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/24/2015 to 5/26/2016

Evidence of Completion

iReady assessments, student work samples

G6.B5 Lower performing students need more differentiated instruction. 2

B189834

G6.B5.S1 Defined intervention time for every grade level. 4

S201224

Strategy Rationale

To provide specific intervention time and strategies to lower performing students.

Action Step 1 5

Implement math workshop within the classroom.

Person Responsible

Trisha Elliott

Schedule

Weekly, from 9/24/2015 to 5/26/2016

Evidence of Completion

Classroom observation, lesson plans, CLT agendas/minutes

Plan to Monitor Fidelity of Implementation of G6.B5.S1 6

Implementation of differentiated math instruction.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2016

Evidence of Completion

Guided math conference notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G6.B5.S1 7

Analyze i-Ready testing, Formative and Summative assessments.

Person Responsible

Trisha Elliott


Schedule

On 5/26/2016

Evidence of Completion

i-Ready testing, Formative and Summative assessments results

G6.B5.S2 Implement i-Ready instruction for students in grades 3-5. 4

 S201225

Strategy Rationale

Students need basic skill practice.

Action Step 1 5

Students will complete i-Ready instruction.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2016

Evidence of Completion

Student response to instruction reports

Plan to Monitor Fidelity of Implementation of G6.B5.S2 6

Provide opportunities for students to have computer time to complete prescribed lessons.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2016

Evidence of Completion

Lesson plans, student response to instruction report

Plan to Monitor Effectiveness of Implementation of G6.B5.S2 7

Analyze i-Ready diagnostic, Formative and Summative assessment results.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2016

Evidence of Completion

Student response to instruction report, CLT agenda/minutes, assessment records

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	Professional development, and cross curricular planning of instructional staff.	Elliott, Trisha	8/24/2015	Classroom observations; lesson plans; assessments; student journals	5/27/2016 quarterly
G1.B1.S2.A1	Review/provide NGSS Science standards/CPALMS/District Frameworks.	Watkins, Brenda	8/24/2015	Lesson plans, observations.	4/29/2016 quarterly
G1.B1.S3.A1	Review previous end of the year 4th grade science benchmark data to make instructional decisions.	Watkins, Brenda	9/29/2015	Invite district Science coordinator	6/3/2016 triannually
G1.B2.S1.A1	Continue to provide STEM/CPALMS/ Frameworks training.	Elliott, Trisha	8/24/2015	Conference schedule/notes	5/27/2016 one-time
G1.B3.S1.A1	Continue using New to the Nest.	Elliott, Trisha	8/24/2015	Meeting notes and agenda	6/3/2016 monthly
G2.B1.S1.A1	Teachers will plan implementation/ revision of STEM labs, Shared scales for Science benchmarks.	Elliott, Trisha	8/24/2015	Classroom observations; rubrics; Student feedback	5/27/2016 monthly
G2.B2.S1.A1	Teachers will receive trainings on using CPALMS and implementing lessons.	Watkins, Brenda	8/24/2015	Sign in rosters, lesson plans, observations	5/27/2016 semiannually
G3.B1.S1.A1	Continue using monthly News Letter; website, social media, phone messages, and emails.	Vigil, Gina	8/24/2015	Newsletters, script from phone messages, website, emails	5/27/2016 monthly
G3.B2.S1.A1	Provide a parent evening on PBL's (Problem Based Learning).	Vigil, Gina	12/18/2015	Attendance sign in, activities, exit comment slips	4/22/2016 semiannually
G4.B1.S1.A1	Students will write in content areas.	Watkins, Brenda	8/24/2015	Classroom Observations Lesson Plans Student Portfolios / Journals	5/27/2016 monthly
G4.B1.S2.A1	Increase the implementation of PBL's to incorporate writing.	Watkins, Brenda	9/4/2015	Lesson plans, classroom observations, student writing	5/27/2016 monthly
G4.B2.S1.A1	Collaborate with JDP and district writing coaches to provide professional development strategies in writing.	Zehnder, Kathryn	8/24/2015	Brenda Watkins, Trisha Elliott	5/27/2016 monthly
G4.B3.S1.A1	Provide teachers with ELA writing specs and rubrics.	Watkins, Brenda	8/24/2015	Scales and rubrics will be visible, lesson plans, observations, writing samples	10/2/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1	Make copies of FSA ELA test items specs, unit frameworks, and common assessments for teachers.	Elliott, Trisha	9/4/2015	Teachers referring to test item specs during meetings, lesson plans, PLC agendas and minutes	10/30/2015 one-time
G5.B1.S2.A1	Literacy coach will hold open sessions for teachers to seek support.	Zehnder, Kathryn	10/2/2015	Notes from teachers attending	5/27/2016 weekly
G5.B1.S3.A1	Trainings in how to use SWIVL.	Watkins, Brenda	10/5/2015	Presentation to staff	10/5/2015 one-time
G5.B1.S6.A1	Provide additional training and support for grade levels to take control of their own meetings.	Watkins, Brenda	9/14/2015	Meeting agendas, minutes, data, common formative assessments	5/27/2016 monthly
G5.B2.S1.A1	Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.	Zehnder, Kathryn	10/1/2015	Coaches' Log Evaluations in ERO Sign-in Forms	5/27/2016 biweekly
G5.B2.S2.A1	Provide professional development for balanced literacy.	Zehnder, Kathryn	10/26/2015	ERO, classroom observations, lesson plans	5/27/2016 semiannually
G5.B3.S1.A1	Purchase mentor texts and book links.	Zehnder, Kathryn	10/30/2015	Receipts of purchase	1/29/2016 annually
G5.B3.S2.A1	Purchase researched based programs to be used for interventions.	Zehnder, Kathryn	10/30/2015	Data, MTSS monitoring	1/29/2016 annually
G5.B4.S1.A1	Provide ongoing trainings and discussions on standards based grading and Florida Standards.	Elliott, Trisha	10/2/2015	CLT agendas/minutes, sign in rosters, lesson plans, Focus	5/27/2016 biweekly
G6.B1.S1.A1	Collaborative Learning Team to analyze data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.	Macko, Andraya	9/24/2015	Meeting notes	5/26/2016 every-2-months
G6.B1.S2.A1	Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery.	Elliott, Trisha	9/24/2015	Lesson plans, intervention logs	5/26/2016 daily
G6.B2.S1.A1	Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.	Elliott, Trisha	9/24/2015	ERO sign in, lesson plans, observations, progress monitoring results	5/26/2016 every-2-months
G6.B3.S1.A1	Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.	Elliott, Trisha	9/24/2015	FSA specs resource binder	5/26/2016 one-time
G6.B5.S1.A1	Implement math workshop within the classroom.	Elliott, Trisha	9/24/2015	Classroom observation, lesson plans, CLT agendas/minutes	5/26/2016 weekly
G6.B5.S2.A1	Students will complete i-Ready instruction.	Elliott, Trisha	9/24/2015	Student response to instruction reports	5/26/2016 one-time
G1.B1.S2.A2	Provide resources, training including opportunities for teachers to visit other classrooms implementing PBL's.	Watkins, Brenda	8/24/2015	Observations, notes, sign in rosters, reflection logs	5/27/2016 monthly
G1.B1.S3.A2	Monitor student progress using common assessments and district benchmark assessment data.	Watkins, Brenda	9/29/2015	Results of district benchmark testing	6/3/2016 quarterly
G2.B2.S1.A2	Teachers will receive training using common and formative assessments.	Watkins, Brenda	8/24/2015	CLT meeting agendas/minutes	5/27/2016 semiannually
G3.B1.S1.A2	Explore the idea of teachers donating copies for printing newsletters.	Watkins, Brenda	9/28/2015	List of copies donated	5/30/2016 one-time
G3.B2.S1.A2	Research/ implement a Publix evening for parents and students to attend.	Parente, Michele	9/28/2015	Attendance sign in, flyer	12/11/2015 one-time
G4.B2.S1.A2	Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.	Watkins, Brenda	8/24/2015	student writing samples, lesson plans	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B3.S2.A2	Train teachers on using research based programs for interventions.	Zehnder, Kathryn	10/30/2015	Lesson plans, F & P running records, iReady	5/27/2016 weekly
G5.B4.S1.A2	Provide ELA FSA test items specs.	Elliott, Trisha	9/4/2015	Lesson plans and observations	10/30/2015 one-time
G6.B1.S1.A2	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.	Elliott, Trisha	9/24/2015	Student work samples, lesson plans	5/26/2016 monthly
G6.B2.S1.A2	Attend district Math PD Workshops.	Macko, Andraya	9/22/2015	ERO sign-in, implementation of strategies learned, notes	5/24/2016 every-2-months
G6.B3.S1.A2	Use test items specs during CLT meetings to determine student needs and possible interventions.	Elliott, Trisha	9/24/2015	FSA specs resource binder, CLT meeting notes	5/26/2016 monthly
G1.B1.S2.A3	Continue training on Standards based grading.	Elliott, Trisha	8/24/2015	Scales in the classroom, lesson plans, and standards based grading in Focus	5/27/2016 quarterly
G3.B1.S1.A3	Each grade level has a PTA representative to increase communication.	Watkins, Brenda	9/7/2015	Minutes from PTA meetings	5/30/2016 monthly
G3.B2.S1.A3	Conduct an evening with information on Cyberbullying.	Parente, Michele	9/28/2015	Sign in roster	2/26/2016 one-time
G4.B2.S1.A3	Provide opportunities for teachers to visit classrooms using best practices in writing.	Watkins, Brenda	9/1/2014	Observations, notes from teachers	5/29/2015 quarterly
G5.B3.S2.A3	Continue to provide support for PLCs/ CLTs including purchasing books for reference.	Watkins, Brenda	10/30/2015	Evidence of checking out books and PLC/book discussion meetings, ERO, sign in rosters	5/27/2016 biweekly
G6.B1.S1.A3	Increase the use of math journals for critical thinking and writing skills.	Elliott, Trisha	9/24/2015	Lesson plans, student writing samples, classroom observations	5/26/2016 daily
G1.B1.S2.A4	Continue support using CPALMS and common and formative assessments.	Watkins, Brenda	9/14/2015	CLT agendas/minutes including data, sign in rosters, observations	5/27/2016 monthly
G3.B2.S1.A4	Correspond with PTA to combine activities with PTA General meetings.	Watkins, Brenda	9/28/2015	Sign in roster	5/30/2016 quarterly
G4.B2.S1.A4	Continue working with teachers on standards based grading.	Elliott, Trisha	8/12/2014	Scales/rubrics posted, lesson plans and Focus	6/5/2015 monthly
G3.B2.S1.A5	Implement classrooms/school-wide celebrations.	Campbell, Naomi (Missi)	9/28/2015	Pictures, news events, sign in rosters	5/27/2016 monthly
G4.B2.S1.A5	Implement regular writing prompts and reviewing data during CLT meetings.	Zehnder, Kathryn	8/24/2015	Writing samples, meeting agendas and minutes	5/27/2016 monthly
G3.B2.S1.A6	Research/in-service teachers are conducting student led conferences.	Aitken, Janet	9/28/2015	In-service roster, implementation of student led conferences	2/29/2016 semiannually
G1.MA1	Increase use of Science journals.	Elliott, Trisha	8/24/2015	Student Science/cross curricular journals	5/27/2016 quarterly
G1.B1.S1.MA1	Implementation of science journals.	Elliott, Trisha	8/24/2015	Science/cross curricular journals	5/27/2016 quarterly
G1.B1.S1.MA1	Monitor teacher lesson plans.	Elliott, Trisha	8/24/2015	Teacher lesson plans will be monitored for implementation; Student Journals will be used for fidelity.	5/27/2016 quarterly
G1.B2.S1.MA1	STEM team members will collect artifacts and provide feedback to staff on STEM activities that are grade level appropriate. STEM team will conduct professional development with grade level representatives to ensure fidelity of implementation.	Elliott, Trisha	8/24/2015	STEM team meeting notes and artifacts of activities implemented at each grade level.	5/27/2016 monthly
G1.B2.S1.MA1	STEM team will provide feedback to and from grade level groups on implementation of STEM activities.	Elliott, Trisha	8/24/2015	STEM meeting notes on grade level check in of implementation; artifacts collected by STEM team members	5/27/2016 monthly
G1.B3.S1.MA1	Analyze data from benchmarks.	Elliott, Trisha	9/29/2015	Benchmark data	6/3/2016 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Review new teacher reflection log.	Elliott, Trisha	9/29/2015	Reflection notes and journal	6/3/2016 every-2-months
G1.B1.S2.MA1	Teachers will share exemplar science journals as a model.	Starnes, Laura	9/29/2015	Science SIP CLT meeting notes shared with SAC members	6/3/2016 every-2-months
G1.B1.S2.MA1	Classroom observations, CLT agendas and minutes, lesson plans, work samples.	Watkins, Brenda	8/24/2015	Review of lesson plans for implementation of NGSS	5/27/2016 weekly
G1.B1.S2.MA3	Review lesson plans.	Elliott, Trisha	9/29/2015	Lesson plan checklist	6/3/2016 quarterly
G1.B1.S3.MA1	Review benchmark scores for progress.	Watkins, Brenda	9/29/2015	Benchmark data	6/3/2016 monthly
G1.B1.S3.MA1	Create lessons targeting deficiencies based on benchmark results.	Watkins, Brenda	9/29/2015	CLT minutes	6/3/2016 monthly
G2.MA1	Analyze student benchmark data.	Elliott, Trisha	8/24/2015	Student data on learning gains will be collected. On grade level standards that show no or low improvement will be evaluated for fidelity of implementation.	5/27/2016 semiannually
G2.B1.S1.MA1	Monitor district Benchmark tests, science journals.	Watkins, Brenda	9/29/2015	Observations, district science benchmark, science journals	6/3/2016 quarterly
G2.B1.S1.MA1	Implementation of STEM activities.	Watkins, Brenda	9/29/2015	Observations, ERO sign in, lesson plans, science journals	6/3/2016 quarterly
G2.B2.S1.MA1	Analyze common assessments and benchmark assessments for student growth.	Watkins, Brenda	8/24/2015	Sign in rosters; lesson plans, sample tests, observations	5/27/2016 quarterly
G2.B2.S1.MA1	Monitor sign in rosters, lesson plans, sample tests, observations.	Watkins, Brenda	8/24/2015	Sign in rosters; lesson plans, sample tests, observations	5/27/2016 one-time
G3.MA1	Monitor sign in rosters.	Vigil, Gina	8/24/2015	Sign in rosters and exit tickets will be used to monitor attendance and participation.	5/27/2016 monthly
G3.B1.S1.MA1	Parents will give input into programs.	Vigil, Gina	8/24/2015	Surveys, sign in rosters, pictures	5/27/2016 monthly
G3.B1.S1.MA1	Monitor for increase in parent involvement.	Vigil, Gina	8/24/2015	Observation, sign in rosters	5/27/2016 monthly
G3.B2.S1.MA1	Parents will complete activities and complete exit tickets.	Vigil, Gina	12/18/2015	Sign in rosters, pictures of activities, exit tickets	4/22/2016 semiannually
G3.B2.S1.MA1	Parents will sign in and will be monitored.	Vigil, Gina	9/28/2015	Sign in sheets, exit tickets	4/22/2016 quarterly
G4.MA1	Writing scores on FSA ELA writing will increase.	Watkins, Brenda	8/24/2015	FSA ELA writing scores	5/27/2016 one-time
G4.B1.S1.MA1	Teachers will share journals, work samples in CLT's, SIP Committees.	Watkins, Brenda	8/24/2015	Journals, work samples, meeting agenda and minutes	5/27/2016 monthly
G4.B1.S1.MA1	Collaborative Learning Teams will discuss writing samples.	Watkins, Brenda	5/29/2015	Lesson Plans, Observations, student samples, journals, agendas/minutes	5/27/2016 monthly
G4.B2.S1.MA1	Monitor student writing samples.	Zehnder, Kathryn	8/24/2015	Student writing samples, lesson plans	5/27/2016 monthly
G4.B2.S1.MA1	Monitor lesson plans, ERO records, student writing samples, CLT agendas and minutes.	Zehnder, Kathryn	8/24/2015	Student progression in writing samples or lack of progression, intervention strategies, informal observation	5/27/2016 monthly
G4.B3.S1.MA1	Discussion during CLT meetings on writing samples and interventions.	Watkins, Brenda	8/24/2015	CLT agendas and minutes, student writing samples	5/27/2016 monthly
G4.B3.S1.MA1	Writing specs will be used for CLT's.	Watkins, Brenda	8/24/2015	CLT agendas and minutes, student writing samples	5/27/2016 monthly
G4.B1.S2.MA1	Monitor students' growth and mastering skills.	Watkins, Brenda	9/4/2015	Task sheets, journals, student observational tools, common assessments, CLT minutes	5/27/2016 monthly
G4.B1.S2.MA1	Classroom observations involving student discussions on PBL.	Watkins, Brenda	9/4/2015	iObservation, student work samples	5/27/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.MA1	Use progressing monitoring tools.	Zehnder, Kathryn	10/2/2015	iReady, F & P running records, FSA ELA results	5/27/2016 biweekly
G5.B1.S1.MA1	Teacher will provide feedback on student progress.	Watkins, Brenda	9/4/2015	Evaluations in ERO Teacher Feedback Student Progress	5/27/2016 biweekly
G5.B1.S1.MA1	Teachers will use ELA Test item specs for planning and PLC.	Watkins, Brenda	9/4/2015	Coach's Log Evaluations in ERO Sign-in Forms	5/27/2016 biweekly
G5.B2.S1.MA1	Analyze iReady and reading running records.	Zehnder, Kathryn	9/4/2015	Classroom observations, running records, iReady	5/27/2016 monthly
G5.B2.S1.MA1	Literacy Coach will model lessons for teachers to implement.	Zehnder, Kathryn	10/1/2015	Lesson plans, observations, PLC agendas and minutes	5/27/2016 weekly
G5.B3.S1.MA1	Use of mentor texts in lessons.	Zehnder, Kathryn	10/30/2015	Receipts, lesson plans, classroom observations	1/29/2016 annually
G5.B3.S1.MA1	Use of mentor texts in lessons.	Zehnder, Kathryn	10/30/2015	Lesson plans, observations	1/29/2016 annually
G5.B4.S1.MA1	Review and disaggregate F & P records, iReady results, ELA FSA results; review lesson plans.	Zehnder, Kathryn	9/4/2015	Lesson plans, F & P running records, iReady results, ELA FSA results	5/27/2016 monthly
G5.B4.S1.MA1	Review and disaggregate F & P running records, iReady results, ELA FSA results; review lesson plans.	Zehnder, Kathryn	9/4/2015	Lesson plans, F & P running records, iReady results, ELA FSA results	5/27/2016 monthly
G5.B1.S2.MA1	Ongoing open sessions with the literacy coach and classroom observations will be used.	Zehnder, Kathryn	10/2/2015	Observations, lesson plans, teacher surveys	5/27/2016 weekly
G5.B1.S2.MA1	Evidence of strategies being implemented will be observed through classroom observations.	Zehnder, Kathryn	10/2/2015	Observation records, lesson plans	5/27/2016 weekly
G5.B2.S2.MA1	Classroom observations of implementation.	Zehnder, Kathryn	10/1/2015	Observational records, running records	5/27/2016 semiannually
G5.B2.S2.MA1	Implementation of balance literacy strategies in the classroom.	Zehnder, Kathryn	10/1/2015	Lesson plans, classroom observations, running records	5/27/2016 semiannually
G5.B3.S2.MA1	Collect and analyze F & P records, iReady, and ELA FSA results.	Zehnder, Kathryn	10/2/2015	F & P running records, iReady, and ELA FSA results	5/27/2016 monthly
G5.B3.S2.MA1	Review intervention programs/ strategies.	Zehnder, Kathryn	9/4/2015	Teacher made documentation, MTSS notes, increase in student achievement	5/27/2016 monthly
G5.B3.S2.MA3	Review PLC agendas and notes.	Watkins, Brenda	9/4/2015	Review of PLC and SBLT agendas and minutes, observations	5/27/2016 biweekly
G5.B1.S3.MA1	Admin will discuss during Deliberate practice meetings.	Watkins, Brenda	9/30/2015	Videos, self reflection logs	4/15/2016 semiannually
G5.B1.S3.MA1	Teachers will use SWIVL to self reflect on teaching.	Zehnder, Kathryn	10/5/2015	Videos, self reflection logs	6/3/2016 semiannually
G5.B1.S6.MA1	Admin will attend meetings, collect agendas and minutes.	Watkins, Brenda	10/6/2015	Agendas, minutes, common assessments	5/27/2016 biweekly
G5.B1.S6.MA1	Admin will attend CLT meetings, agendas and minutes.	Watkins, Brenda	10/6/2015	Agendas, minutes, formative assessments, student data	5/27/2016 biweekly
G6.MA1	Analyze iReady, Formative and Summative assessment data.	Elliott, Trisha	9/24/2015	All data will be used to determine progress toward target.	5/26/2016 monthly
G6.B1.S1.MA1	Analyze iReady, Formative and Summative assessment results.	Elliott, Trisha	9/24/2015	Higher scores on assessments	5/26/2016 monthly
G6.B1.S1.MA1	Review student work samples and student conferences.	Watkins, Brenda	9/24/2015	Work samples, lesson plans. guided math group notes	5/26/2016 one-time
G6.B2.S1.MA1	Observe classroom lessons, iReady results, Math FSA.	Elliott, Trisha	9/24/2015	Meeting minutes, lesson plans, lesson implementation	5/26/2016 monthly
G6.B2.S1.MA1	Monitor weekly lesson plans, meeting minutes, classroom experiences.	Elliott, Trisha	9/24/2015	Lesson plans, observations of lesson delivery, CLT agenda/minutes	5/26/2016 monthly
G6.B3.S1.MA1	Review of iReady Assessment scores.	Elliott, Trisha	9/24/2015	iReady assessments, student work samples	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G6.B3.S1.MA1	Review of student work samples, common assessments, lesson plans, informal observations.	Elliott, Trisha	9/24/2015	Lesson plans, iReady results, student work samples, CLT agendas and minutes	5/26/2016 monthly
G6.B5.S1.MA1	Analyze i-Ready testing, Formative and Summative assessments.	Elliott, Trisha	9/24/2015	i-Ready testing, Formative and Summative assessments results	5/26/2016 one-time
G6.B5.S1.MA1	Implementation of differentiated math instruction.	Elliott, Trisha	9/24/2015	Guided math conference notes, lesson plans	5/26/2016 one-time
G6.B1.S2.MA1	Provide higher performing students with enrichment opportunities.	Elliott, Trisha	9/24/2015	iReady scores, assessments, student work samples/products	5/26/2016 daily
G6.B1.S2.MA1	Encourage teachers switching students for remediation and enrichment during iii time.	Elliott, Trisha	9/24/2015	Student work samples, lesson plans, CLT agendas/minutes, observations	5/26/2016 weekly
G6.B5.S2.MA1	Analyze i-Ready diagnostic, Formative and Summative assessment results.	Elliott, Trisha	9/24/2015	Student response to instruction report, CLT agenda/minutes, assessment records	5/26/2016 one-time
G6.B5.S2.MA1	Provide opportunities for students to have computer time to complete prescribed lessons.	Elliott, Trisha	9/24/2015	Lesson plans, student response to instruction report	5/26/2016 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. The percentage of students scoring at level 3 or above in Science will increase.

G1.B1 Teachers need ongoing training on implementing a Science journal for cross-curricular infusion.

G1.B1.S1 Increased use of Science journals in classrooms and in the lab to allow for cross content area learning.

PD Opportunity 1

Professional development, and cross curricular planning of instructional staff.

Facilitator

Assistant Principal, Science Lab Teacher; STEM SIP Team, District Science Coordinator

Participants

Classroom and Related Art Teachers

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

G1.B1.S2 Provide/Review NGSS.

PD Opportunity 1

Review/provide NGSS Science standards/CPALMS/District Frameworks.

Facilitator

Brenda Watkins, Trisha Elliott, District Science Coordinator

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 4/29/2016

PD Opportunity 2

Provide resources, training including opportunities for teachers to visit other classrooms implementing PBL's.

Facilitator

Watkins, Brenda; Elliott, Trisha; various teachers from CLE and other schools

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Continue training on Standards based grading.

Facilitator

Trisha Elliott, Kathryn Zehnder, Brenda Watkins

Participants

Teachers

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

PD Opportunity 4

Continue support using CPALMS and common and formative assessments.

Facilitator

Watkins, Brenda; Elliott, Trisha; District Science Coordinator

Participants

Teachers

Schedule

Monthly, from 9/14/2015 to 5/27/2016

G1.B1.S3 Use district science benchmark data to make instructional decisions.

PD Opportunity 1

Review previous end of the year 4th grade science benchmark data to make instructional decisions.

Facilitator

Valerie Gaynor

Participants

Teachers and administrators

Schedule

Triannually, from 9/29/2015 to 6/3/2016

G1.B2 Teachers need ongoing training and resources for Project-based Learning/STEM structure and development.

G1.B2.S1 Provide STEM training opportunities for staff members.

PD Opportunity 1

Continue to provide STEM/CPALMS/Frameworks training.

Facilitator

District Science, Science Team leader

Participants

All CLE Teachers

Schedule

On 5/27/2016

G1.B3 New teachers and teachers teaching new grade levels.

G1.B3.S1 Provide opportunities for new teachers to receive information or training by veteran teachers.

PD Opportunity 1

Continue using New to the Nest.

Facilitator

Trisha Elliott, District Support Staff

Participants

New teachers and teachers needing additional support

Schedule

Monthly, from 8/24/2015 to 6/3/2016

G2. The number of STEM opportunities will increase across grade levels.

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences.

PD Opportunity 1

Teachers will plan implementation/revision of STEM labs, Shared scales for Science benchmarks.

Facilitator

District Science Coordinator, Science Lab Teachers, Science SIP Committee chair

Participants

Teachers, paraprofessionals, administration

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G2.B2 Teachers need a better understanding of how to use CPALMS and implementing common and formative assessments.

G2.B2.S1 Provide trainings on using CPALMs and standards frameworks.

PD Opportunity 1

Teachers will receive trainings on using CPALMS and implementing lessons.

Facilitator

Watkins, Brenda; Elliott, Trisha, District Science Coordinator

Participants

Teachers

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Teachers will receive training using common and formative assessments.

Facilitator

Watkins, Brenda; Elliott, Trisha; District Science Coordinator

Participants

Teachers

Schedule

Semiannually, from 8/24/2015 to 5/27/2016

G3. The number of activities for Parents to become involved at Crystal Lake will increase.

G3.B2 Parent attendance school related activities declines as the year progresses.

G3.B2.S1 Provide more opportunities for parents to learn about their student's academic performance.

PD Opportunity 1

Research/in-service teachers are conducting student led conferences.

Facilitator

Current teachers implementing

Participants

Teachers

Schedule

Semiannually, from 9/28/2015 to 2/29/2016

G4. Increase number of students scoring proficiency on FSA ELA writing.

G4.B1 Limited instructional time.

G4.B1.S2 Integrate writing into PBL's.

PD Opportunity 1

Increase the implementation of PBL's to incorporate writing.

Facilitator

Brenda Watkins, Trisha Elliott

Participants

Teachers

Schedule

Monthly, from 9/4/2015 to 5/27/2016

G4.B2 Professional development in writing

G4.B2.S1 Provide professional development opportunities.

PD Opportunity 1

Collaborate with JDP and district writing coaches to provide professional development strategies in writing.

Facilitator

Brenda Watkins, Trisha Elliott, Kathryn Zehnder

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.

Facilitator

District Writing team

Participants

Teachers

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G5. Increase the percentage of students scoring at proficiency on state ELA assessment.

G5.B1 Teachers need deeper understanding and experience with the rigor of FSA ELA.

G5.B1.S3 Implement the use of SWIVL for teachers to monitor their own teaching.

PD Opportunity 1

Trainings in how to use SWIVL.

Facilitator

Doug Konopolko

Participants

Teachers and admin

Schedule

On 10/5/2015

G5.B1.S6 Continue to model PLC's but gradually release to teachers.

PD Opportunity 1

Provide additional training and support for grade levels to take control of their own meetings.

Facilitator

Nicole Rathnaw, Brenda Watkins, Trisha Elliott

Participants

Teachers

Schedule

Monthly, from 9/14/2015 to 5/27/2016

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G5.B2.S1 Continue to provide teachers with strategies for differentiated instruction.

PD Opportunity 1

Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.

Facilitator

Kathryn Zehnder, Enid Martinez

Participants

Teachers

Schedule

Biweekly, from 10/1/2015 to 5/27/2016

G5.B2.S2 Continue to provide professional development in balanced literacy.

PD Opportunity 1

Provide professional development for balanced literacy.

Facilitator

Enid Martinez

Participants

Teachers

Schedule

Semiannually, from 10/26/2015 to 5/27/2016

G5.B3 Teachers need resources and training to support struggling students.

G5.B3.S2 Provide researched based programs and training to support struggling readers.

PD Opportunity 1

Train teachers on using research based programs for interventions.

Facilitator

Zehnder, Kathryn

Participants

Teachers

Schedule

Weekly, from 10/30/2015 to 5/27/2016

G5.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards.

G5.B4.S1 Provide support in standards based grading.

PD Opportunity 1

Provide ongoing trainings and discussions on standards based grading and Florida Standards.

Facilitator

Trisha Elliott, Brenda Watkins, Kathryn Zehnder

Participants

Teachers

Schedule

Biweekly, from 10/2/2015 to 5/27/2016

G6. Increase the percentage of students scoring proficiency on FSA Math.

G6.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G6.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results.

PD Opportunity 1

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.

Facilitator

Steve Layson

Participants

Teachers (grades 3-5 + ESE) in the beginning and later expand to grades K-2

Schedule

Every 2 Months, from 9/24/2015 to 5/26/2016

PD Opportunity 2

Attend district Math PD Workshops.

Facilitator

Heather Padgett

Participants

Teachers and coaches (grades 3-5)

Schedule

Every 2 Months, from 9/22/2015 to 5/24/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional development, and cross curricular planning of instructional staff.	\$0.00
2	G1.B1.S2.A1	Review/provide NGSS Science standards/CPALMS/District Frameworks.	\$0.00
3	G1.B1.S2.A2	Provide resources, training including opportunities for teachers to visit other classrooms implementing PBL's.	\$0.00
4	G1.B1.S2.A3	Continue training on Standards based grading.	\$0.00
5	G1.B1.S2.A4	Continue support using CPALMS and common and formative assessments.	\$0.00
6	G1.B1.S3.A1	Review previous end of the year 4th grade science benchmark data to make instructional decisions.	\$0.00
7	G1.B1.S3.A2	Monitor student progress using common assessments and district benchmark assessment data.	\$0.00
8	G1.B2.S1.A1	Continue to provide STEM/CPALMS/Frameworks training.	\$0.00
9	G1.B3.S1.A1	Continue using New to the Nest.	\$0.00
10	G2.B1.S1.A1	Teachers will plan implementation/revision of STEM labs, Shared scales for Science benchmarks.	\$0.00
11	G2.B2.S1.A1	Teachers will receive trainings on using CPALMS and implementing lessons.	\$0.00
12	G2.B2.S1.A2	Teachers will receive training using common and formative assessments.	\$0.00
13	G3.B1.S1.A1	Continue using monthly News Letter; website, social media, phone messages, and emails.	\$0.00
14	G3.B1.S1.A2	Explore the idea of teachers donating copies for printing newsletters.	\$0.00
15	G3.B1.S1.A3	Each grade level has a PTA representative to increase communication.	\$0.00
16	G3.B2.S1.A1	Provide a parent evening on PBL's (Problem Based Learning).	\$0.00
17	G3.B2.S1.A2	Research/ implement a Publix evening for parents and students to attend.	\$0.00
18	G3.B2.S1.A3	Conduct an evening with information on Cyberbullying.	\$0.00
19	G3.B2.S1.A4	Correspond with PTA to combine activities with PTA General meetings.	\$0.00
20	G3.B2.S1.A5	Implement classrooms/school-wide celebrations.	\$0.00
21	G3.B2.S1.A6	Research/inservice teachers are conducting student led conferences.	\$0.00
22	G4.B1.S1.A1	Students will write in content areas.	\$0.00
23	G4.B1.S2.A1	Increase the implementation of PBL's to incorporate writing.	\$0.00

Budget Data

24	G4.B2.S1.A1	Collaborate with JDP and district writing coaches to provide professional development strategies in writing.				\$0.00
25	G4.B2.S1.A2	Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.				\$0.00
26	G4.B2.S1.A3	Provide opportunities for teachers to visit classrooms using best practices in writing.				\$4,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Crystal Lake Elementary School	Other		\$4,200.00
			<i>Notes: 2 days at 2100 each. School Recognition</i>			
27	G4.B2.S1.A4	Continue working with teachers on standards based grading.				\$0.00
28	G4.B2.S1.A5	Implement regular writing prompts and reviewing data during CLT meetings.				\$0.00
29	G4.B3.S1.A1	Provide teachers with ELA writing specs and rubrics.				\$0.00
30	G5.B1.S1.A1	Make copies of FSA ELA test items specs, unit frameworks, and common assessments for teachers.				\$0.00
31	G5.B1.S2.A1	Literacy coach will hold open sessions for teachers to seek support.				\$0.00
32	G5.B1.S3.A1	Trainings in how to use SWIVL.				\$0.00
33	G5.B1.S6.A1	Provide additional training and support for grade levels to take control of their own meetings.				\$0.00
34	G5.B2.S1.A1	Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.				\$0.00
35	G5.B2.S2.A1	Provide professional development for balanced literacy.				\$2,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Crystal Lake Elementary School	School Improvement Funds		\$2,100.00
			<i>Notes: Enid Martinez or similar</i>			
36	G5.B3.S1.A1	Purchase mentor texts and book links.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Crystal Lake Elementary School	School Improvement Funds		\$1,200.00
			<i>Notes: 3 Sets of Units of Reading Mentor Texts @365.67 +s/h</i>			
37	G5.B3.S2.A1	Purchase researched based programs to be used for interventions.				\$326.00

Budget Data						
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Crystal Lake Elementary School	School Improvement Funds		\$326.00
<i>Notes: Purchase researched based intervention materials</i>						
38	G5.B3.S2.A2	Train teachers on using research based programs for interventions.				\$0.00
39	G5.B3.S2.A3	Continue to provide support for PLCs/CLTs including purchasing books for reference.				\$400.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0301 - Crystal Lake Elementary School	School Improvement Funds		\$400.00
<i>Notes: Purchase Professional Development books</i>						
40	G5.B4.S1.A1	Provide ongoing trainings and discussions on standards based grading and Florida Standards.				\$0.00
41	G5.B4.S1.A2	Provide ELA FSA test items specs.				\$0.00
42	G6.B1.S1.A1	Collaborative Learning Team to analyze data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.				\$0.00
43	G6.B1.S1.A2	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.				\$0.00
44	G6.B1.S1.A3	Increase the use of math journals for critical thinking and writing skills.				\$0.00
45	G6.B1.S2.A1	Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery.				\$0.00
46	G6.B2.S1.A1	Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies.				\$0.00
47	G6.B2.S1.A2	Attend district Math PD Workshops.				\$0.00
48	G6.B3.S1.A1	Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.				\$0.00
49	G6.B3.S1.A2	Use test items specs during CLT meetings to determine student needs and possible interventions.				\$0.00
50	G6.B5.S1.A1	Implement math workshop within the classroom.				\$0.00
51	G6.B5.S2.A1	Students will complete i-Ready instruction.				\$0.00
					Total:	\$8,226.00