Polk County Public Schools

Crystal Lake Elementary School

2015-16 School Improvement Plan

Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

http:// schools.polk-fl.net/crystallakeelementary

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	80%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

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

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 Polk 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.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	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

Crystal Lake Elementary School will strive to create an enriching, encouraging, and engaging environment. We will collaborate with staff, students, parents to incorporate real-world experiences while preparing to S.O.A.R.

Provide the school's vision statement

To provide all students with a safe, consistent learning environment where every student will S.O.A.R.

School Environment

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

The school faculty boarded a school bus and rode around to the neighborhoods that are zoned for the school. This way, the school staff can get a clearer representation of the students' home environment. This will help the staff to relate to the students and help build relationships. Crystal Lake Elementary has a parent involvement para that helps the parents with school supplies, school clothing, etc. If teachers are having difficulty with getting parents to attend conferences, then the parent involvement para will get together with the teacher and drive to the students' houses. Teachers will make positive phone calls for every student, with the goal being a minimum of one positive phone call per student within the first four weeks of school. Crystal Lake hosts parent-teacher orientation, as well as an open house. This provides the parents and teachers to communicate with what is going on in the classroom. There will be one open house per semester.

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

Crystal Lake has a Positive Behavior Support System school-wide in which the expectations and rules are taught, modeled and practiced. SOAR - Show Respect, Outstanding Character, Academic Pride and Resole Problems Peacefully
Violence Prevention Programs
Crystal Lake Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Teachers, parents and students receive and sign acknowledgement of the Polk County Conduct of Conduct that govern behavior expectations and rights

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

Crystal Lake has a Positive Behavior Support System school-wide in which the expectations and rules are taught, modeled and practiced. SOAR - Show Respect, Outstanding Character, Academic Pride and Resole Problems Peacefully. The students can earn tokens or dojos. They are weekly classroom rewards, monthly grade level rewards and 9 week grading period celebrations to honor students for excellent attentance, grades, behavior.

Teachers, parents and students receive and sign acknowledgement of the Polk County Conduct of Conduct that govern behavior expectations and rights. The Code of Coduct is fairly and consistently enforced.

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

A Parent Involvement Specialist at Crystal Lake Elementary operates a Parent Involvement Center. The school guidance counselor works with students who need to confide in an adult, build relationships with at risk students, and answers questions and requests of students who have academic or emotional needs. The school psychologist works alongside with the guidance counselor and helps the students to better understand their individual needs and to resolve their problems and issues. The mental health counselor visits students with identified needs for counseling at least once a week. Teachers volunteer to stay after school and offer At-Risk Youth Mentoring with students. Americorp visits the school and tutors students based on their testing scores. South Eastern University sends college students to Crystal Lake Elementary; these college students work one-on-one with students, functioning as mentors to the students. .

Early Warning Systems

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

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

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	16	25	10	17	12	7	87
One or more suspensions	0	1	0	0	1	3	5
Course failure in ELA or Math	2	5	2	2	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	88

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	5	2	5	8	7	29

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

Examine data with leadership team to make necessary adjustments to our instructional strategies. Provide after-school mentoring, in school tutoring, targeted literacy and math curricula support as well as an "extended school time" known as Power Hour.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/196555.

Description

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

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

Teachers communicate with parents daily in the students' agendas. Parents and teachers write back and forth to each other in the agendas. The school sends home a monthly newsletter. Parents can log on to Parent Portal to view how their children are performing in school. Crystal Lake hosts a Multicultural night, which draws a large audience of parents. The Parent Involvement Center, located at the school, helps parents get school clothing, school supplies, food for their children, etc. The teachers participate in Portfolio Night, where parents can come after school and talk to the teacher and learn how their student is doing in class by viewing work samples. There are several different parent nights that are hosted at the school over the school year. Parents and students are invited to attend Orientation and Open House. Teachers will make positive phone calls to parents to build positive relationships with the parents. The Boys and Girls club works with students and helps with their homework. Polk Men Read work with young male students. Delta Cam Gama brings materials to the students. South Eastern University sends interns to help in the classrooms, as well as students who serve as mentors to individual students. Americorp tutors the students. The PTO is an organization comprised of parents and teachers that meet throughout the school year to help plan for after school activities and sponsor fund raisers for the school. The Downtown Rotary sponsors Kindergarten to take daily field trips over the period of a week to learn about water safety and teach swimming lessons. They also provide students with books. RIF-Junior League brings books to the schools for all grade levels. The army donates toys for all students and their siblings during the Winter holidays. Walmart provides low-income students with backpacks full of food to take home over the weekends. Walmart also sponsors a school-wide free breakfast program; students begin the day eating a nutritious meal in the classroom. Publix sponsors a field trip (free of charge) for first grade. They provide lessons on distribution of food and recycling. Super Choice Foods provides clothing. Target provides a grant that brings three live performances by the Florida Studio Theater.

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
Kim, Bryan	Principal
Perry, Swanyetta	Assistant Principal
Grooms, Rochelle	Guidance Counselor
Freebern, Geoff	Psychologist
Perez, Angelica	Teacher, K-12
gambill, deanna	Paraprofessional

Duties

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

Bryan Kim- Principal
Swanyetta Perry - Assistant Principal
Sherien Bain, Christina Salas - Interventionists - Academic Support
Amanda Schonrock- Interventionist- Behavioral Support
Geoff Freebern – School Psychologist – Student Evaluator
Rochelle Grooms – Guidance Counselor – MTSS – Academic Support
Angelica Perez – ESOL Teacher – ELL Program
Homer Spencer - ESE Teacher
Bonnie Patrick, Chere Williamson, Jill Clark - Teacher Leaders
Deanna Gambill - Parental Involvement

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 MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.
The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:
• Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
• Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
• Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
• Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.
• Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.
Title I, Part A
Title I, Part A, funds school-wide services to Crystal Lake Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the

staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Crystal Lake Elementary are used to purchase supplies and provide substitutes for teachers who participate in professional development activities.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Violence Prevention Programs

Crystal Lake Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Crystal Lake Elementary is a location for a summer feeding program for the community.

Head Start

Head Start is located on our campus. Resources are provided to the program to assist in the transition of students from Pre-K to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Swanetta Perry	Teacher
Deanna Gambill	Education Support Employee
Sean Haver	Business/Community
Melva Webster	Parent
Angelina Perez	Teacher
Jorge Yturralde	Education Support Employee
Bryan Kim	Principal
Christina Salas	Teacher
Andrea Johnson	Parent
Jaime David	Parent
Lori Pect	Parent

Duties

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

Evaluation of last year's school improvement plan

Each month the SAC analyzed data related to the SIP, reading, math , science, writing and attendance. The SAC looked at FAIR and Discovery data as well as FCAT results. The SAC as monitored the attendance and tardy rate.

Development of this school improvement plan

The SAC chair served as a member of the school improvement planning committee. The chair attended both the district SIP orientation meetings and the state Differentiated Accountability training. The planning committee met periodically with the task of developing the SIP using the 8-step problem-solving model. The SAC chair was involved in this process. The final draft of the SIP was presented to the SAC at its initial meeting for approval prior to submission to the district.

Preparation of the school's annual budget and plan

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

Purchase of supplies for Extended Learning Initiatives - $1,500.00
Purchase supplies for Parental Involvement Programs to address At-Risk subgroups - $2,000.00

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Perry, Swanyetta	Assistant Principal
Perez, Angelica	Teacher, K-12
Kim, Bryan	Assistant Principal
Patrick, Bonnie	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet on a monthly basis and as needed to establish school wide initiatives for incresing literacy. The LLT will consider initiate a rewards based program to ensure that Accelerated Reader is being implemented with fidelity. The LLT will analyze all data available to determine vocabulary and additional learning strategies to assist the lowest 25% of the students and our Tier 2 and 3 studentsas well as extended those at or above grade level. The LLT provides a common vision for the use of data-based decision-making and ensures adequate professional development is provided.

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

There is a master schedule so that teachers know when and what to plan/instruct. Teachers and staff attend weekly PLC's during their planning time a minimum of once a week sometimes twice a week depending on the focus usually on Thursdays. Teachers are expected to collaboratively plan with their grade level weekly usually on Tuesday or Wednesday to plan for the following week. Coaches and/or administration guide those planning sessions.
The school provides new teachers with "teacher mentors." The staff is helpful towards each other.

Administration and instructional/support staff offer positive feedback and praises with one another, which provides for a high morale work environment.

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

The school recruits highly qualified staff through both job fairs and the use of our District's RHS on-line recruitment process. The school principal serves as a school district recruiter and attends job fairs throughout the country, looking for highly qualified applicants for both the school and other schools in the district. Teachers new to the school are paired with other tenured teachers to the school. The school encourages both professional and social learning opportunities for all staff designed to promote positive morale and growth. The school staff provides each other with positive praise and words of encouragement. The social club creates a warming work environment and also raises money for staff events. Staff members receive consistent recognition and are provided with support by administration. The administration is dedicated to a clean school atmosphere. The administration and office personnel are honest, open, and approachable.

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

The mentor(s) & mentee meet periodically in order to complete the following:
• Required effective focused instructional strategies.
(Authentic Literacy, Writing, & Vocabulary Instruction)
• First Year Teacher Program
(Classroom Management, Organization, Professional Development, & Teacher Evaluation Program.)
• Assist New Teachers assigned to the school with specific needs. (i.e – Curriculum concerns, supplies issues, etc.)

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

The school incorporates district provided researched-based materials, such as Go-Math, Reading Wonders, Wonder Works, Achieve 3000, CCC Streaming, and other resources on CPALMS. These are district approved programs that support and/or are aligned to the Florida Standards.

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

Crystal Lake Elementary implements a literacy based "power hour" to enrich the reading curriculum. The "power hour" will differentiate instruction for students using teacher-led small groups, literature circles, fluency centers, computer groups, and literature response (created by students). Instructional employees will be responsible for MTSS monitoring with daily Tier 2 and Tier 3 small groups. Teachers will provide ongoing assessments with their classes. Teachers will also offer formative assessments (many of them will be teacher-made). There will be flexible grouping among the classes. Daily progress monitoring will include FAIR-FS.

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: 10,800

Crystal Lake will have an additional hour of reading, known as the "Power Hour," to improve and increase reading achievement.

Strategy Rationale

An additional hour of literacy instruction utilizing researched based materials is needed to improve students ability to master the ELA standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Kim, Bryan, bryan.kim@polk-fl.net

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

The data is collected monthly and discussed with members of the school Leadership Team via monthly Leadership Team Meetings. The results taken from the reports generated from Reading Wonders are compared to both the district on-going progress reports and school formative teacher assessments.

Strategy: After School Program

Minutes added to school year: 1,440

After-school program for 48 students in grades three through five struggling in reading and or math. Meets for 2 hours a week for 12 weeks from January to April.

Strategy Rationale

Additional literacy and/or math instruction in a small group setting (8 to 1) is needed to improve students ability to master ELA and math standards.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Vertrees, Suzette, suzette.vertrees@polk-fl.net

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

Data is collected weekly from formative teacher assessments and discussed with members of the school Leadership Team monthly via Team Meetings.

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

Florida requires that communities collaborate to prepare children and families for children's success in school. Crystal Lake supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Our Head Start class is part of the Polk Pre-K School Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. Child Find is available to assist families of preschoolers with low readiness rates. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Our pre-kindergarten classes and area preschools are invited to tour our school and kindergarten classrooms. Kindergarten Teachers as well as office staff collaborate to offer a "Kindergarten Round Up" conducted in the spring of every school year to introduce the incoming kindergartners and parents to Crystal Lake Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. 90% of students screened using SRUSS and in 2012 at Crystal Lake Elementary were within the range of what is expected for children of this age level. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

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

N/A - Elementary School

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

N/A - Elementary School

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

N/A - Elementary School

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:

.

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step S123456 = Quick Key

Strategic Goals Summary

G1. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning.

G2. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data.

G3. To increase implementation fidelity of lesson plans created collaboratively to the instruction observed in the classroom.

G4. To increase student achievement/proficiency through standards-based collaborative based planning and instruction supported through administrative and peer monitoring and coaching.

Strategic Goals Detail

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

G1. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning. `1a`

🔍 G073323

Targets Supported `1b`

Indicator	Annual Target
FAA Mathematics Achievement	

Resources Available to Support the Goal `2`

- District regional math coach

Targeted Barriers to Achieving the Goal `3`

- Five "E" is a new initiative for planning and instruction and most teachers need professional development for implementation

Plan to Monitor Progress Toward G1. `8`

Lesson plans along with all observations in classrooms

Person Responsible

Bryan Kim

Schedule

Evidence of Completion

Walk through notes, feedback and assessment data on IBTP in Math and Science

Plan to Monitor Progress Toward G1. `8`

IBTP data, Go Math assessments will be monitored for progress

Person Responsible

Swanyetta Perry

Schedule

On 5/30/2016

Evidence of Completion

IBTP test data, Go Math results from the scheduled monthly data chats will be collected and reviewed for progress in Math due to implementation of the Five E professional development

G2. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data. `1a`

G073324

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- District regional reading coach, school-based reading coach

Targeted Barriers to Achieving the Goal `3`

- Lack of effective instructional strategies to impact student achievement in vocabulary and comprehension

Plan to Monitor Progress Toward G2. `8`

Classroom walk through observations, both formal, informal and feedback notes

Person Responsible

Bryan Kim

Schedule

Weekly, from 10/26/2015 to 5/23/2016

Evidence of Completion

Fair AP3 assessment data

Plan to Monitor Progress Toward G2. `8`

Person Responsible

Schedule

Evidence of Completion

G3. To increase implementation fidelity of lesson plans created collaboratively to the instruction observed in the classroom. `1a`

🔍 G073325

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`

- Collaborative planning sessions, Reading Wonders, Reading Coach

Targeted Barriers to Achieving the Goal `3`

- Full understanding of strategies needed for instruction and student tasks to align with standards

Plan to Monitor Progress Toward G3. `8`

Agenda sign in sheets, notes, copies of walk through notes and journey results, collected Standard Forms

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Classroom walk through observations

G4. To increase student achievement/proficiency through standards-based collaborative based planning and instruction supported through administrative and peer monitoring and coaching. `1a`

🔑 G073326

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics - Achievement	75.0
FSA English Language Arts - Achievement	75.0
FCAT 2.0 Science Proficiency	75.0
CELLA Writing Proficiency	75.0

Resources Available to Support the Goal `2`

- Reading Wonders
- FAIR-FS
- Walk-through data
- District OGA's
- Wonder Works
- District Personnel
- Literacy Power Hour - additional hour
- Reading and Math Coaches
- Reading Interventionist
- Progress Monitoring
- MTSS
- New Learning Schedules
- 120 minute Literacy Block
- PLC meetings scheduled weekly
- C-Palms
- Collaboration planning time provided within master schedule
- AmeriCorp tutors
- Mentors from Southeastern
- IBTP platform for data, reports and assessment

Targeted Barriers to Achieving the Goal `3`

- Teacher lack of time
- Lack of proper usage of collaborative planning time
- Teachers not understanding the process of collaborative planning (value of the process)
- Lack of process for pre-planning before collaborative planning
- Effective monitoring process

Plan to Monitor Progress Toward G4. `8`

Progress of collaborative, standard-based planning with facilitation

Person Responsible
Bryan Kim

Schedule
Monthly, from 6/3/2016 to 6/3/2016

Evidence of Completion
Submitted lesson plans and walk through observations/ evaluation observations

Plan to Monitor Progress Toward G4. `8`

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning. 1

🔑 G073323

G1.B1 Five "E" is a new initiative for planning and instruction and most teachers need professional development for implementation 2

🔑 B191632

G1.B1.S1 Dates for professional development through PLC's will be arranged with the district coach. Modeling of proficient teachers will also be organized and arranged. 4

🔑 S203101

Strategy Rationale

Providing teachers with in-depth training and also modeling will improve the fidelity of this new initiative

Action Step 1 5

Arrange professional development sessions utilizing the five "E" model of planning and instruction.

Person Responsible

Schedule

Evidence of Completion

Agendas , sign in sheets, calendar invites

Action Step 2 `5`

Tina Barbee will model an actual 5 E lesson with teachers through PLC's

Person Responsible

Schedule

On 11/18/2015

Evidence of Completion

Sign in sheets and agenda from the PLC,

Action Step 3 `5`

Schedule a follow up PLC for teachers to show and share 5 E model lessons implemented

Person Responsible

Bryan Kim

Schedule

On 12/16/2015

Evidence of Completion

Teacners will be required to bring evidence, student work, pictures and a narrative of the implemented Five E lessons

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

Administration participation, agendas, sigh in sheets will be collected

Person Responsible

Swanyetta Perry

Schedule

Evidence of Completion

Professional development sign in records

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

Administration will participate in the PLC and monitor the content that teachers should be utilizing to be able to assess the instruction in the classroom

Person Responsible

Bryan Kim

Schedule

On 11/18/2015

Evidence of Completion

The sign in records and the agenda will be evidence of the PD provided.

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

Administration will participate in the follow-up PLC

Person Responsible

Bryan Kim

Schedule

On 12/16/2015

Evidence of Completion

Evidence from walk through observations as well as the artifacts/documents brought by the staff as follow up.

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

Classroom walk through observations, lesson plan checks

Person Responsible

Swanyetta Perry

Schedule

Evidence of Completion

Journey records, walk through observations with feedback

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

Collect the artifacts, student samples, pictures of follow-up lessons

Person Responsible

Swanyetta Perry

Schedule

On 12/16/2015

Evidence of Completion

Teachers will be asked to bring the artifacts, pictures or notes of the implemented lessons that will be collected as evidence of the monitoring

G2. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data. `1`

G073324

G2.B1 Lack of effective instructional strategies to impact student achievement in vocabulary and comprehension `2`

B191633

G2.B1.S1 Schedule professional development sessions focused on vocabulary and comprehension `4`

S203102

Strategy Rationale

Data shows a major deficiency in vocabulary and comprehension school-wide.

Action Step 1 `5`

Schedule/provide professional development in the implementation of vocabulary instructional strategies.

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 9/15/2015 to 12/3/2015

Evidence of Completion

Sign in sheets that also indicates the professional development (Vocabulary Instructional Strategies)

Action Step 2 `5`

Vocabulary PD will be provided through PLC's introducing multiple, grade level appropriate strategies to teach vocabulary

Person Responsible

Bryan Kim

Schedule

On 11/5/2015

Evidence of Completion

Sign in sheets/Agenda with PD

Action Step 3 `5`

Follow up with be scheduled for November, administration and the Reading Coach will do walk through observations to monitor vocabulary instruction

Person Responsible

Swanyetta Perry

Schedule

On 11/5/2015

Evidence of Completion

Teachers will be expected to drop evidence, pictures and artifacts in One Drive after implementation of the strategies. The follow up PD will be a time for teachers to bring artifacts, share the pics or videos of implemenation

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

PLC agenda sign in sheets

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 10/15/2015 to 12/3/2015

Evidence of Completion

PLC agendas and sign in sheets

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

Lesson plans will be monitored for vocabulary strategies listed

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 10/15/2015 to 7/1/2016

Evidence of Completion

The assistant principal will monitor the weekly submitted plans for vocabulary strategies

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

Walk through observations will be conducted by administration and the Reading coach to support implementation so targeted coaching can be arranged as needed.

Person Responsible

Bryan Kim

Schedule

Weekly, from 11/5/2015 to 6/3/2016

Evidence of Completion

Observation data and FAIR data that shows an increase in the vocabulary scores across the school.

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

Effectiveness will be monitored through observation and participation in the professional development

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 10/15/2015 to 12/3/2015

Evidence of Completion

Sign in sheets, observations

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

Walk through observations and lesson plans will be monitored

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 11/5/2015 to 6/3/2016

Evidence of Completion

Evidence collected will be the artifacts, the walk through feedback and FAIR data that shows improvement in vocabulary scores.

G3. To increase implementation fidelity of lesson plans created collaboratively to the instruction observed in the classroom. `1`

G073325

G3.B1 Full understanding of strategies needed for instruction and student tasks to align with standards `2`

B191634

G3.B1.S1 Through deep conversations in collaborative planning sessions, administration and the reading coach will ensure understanding of what instruction and student tasks will demonstrate standard mastery. `4`

S203103

Strategy Rationale

If teachers can verbalize the instruction and task implications based on the reading plans written.

Action Step 1 `5`

Collaborative planning conversations will lead to a deeper understanding of the plans written along with the instruction and student tasks.

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/29/2015 to 5/24/2016

Evidence of Completion

Action Step 2 5

Teachers will complete a Standard Focus form weekly and bring it to the collaborative planning sessions. See the strategy #2 for more details

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Forms completed and collected weekly.

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

Administration will assist and facilitate during collaborative sessions

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

Pre-planning forms will be collected along with active involvement in conversation with administration.

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

Teachers will submit and explain their understanding of the standards along with how students will be engaged in the learning and how they will know students have mastered the standard (student tasks/work)

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/29/2015 to 5/31/2016

Evidence of Completion

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

Classroom walk through notes with feedback and observation of collaborative planning sessions.

Person Responsible

Bryan Kim

Schedule

Weekly, from 10/5/2015 to 5/31/2016

Evidence of Completion

Walk through with feedback, Collaborative planning session notes, Journey walk through(s)

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

The conversations will be monitored and the Standards Focus forms collected

Person Responsible

Bryan Kim

Schedule

Weekly, from 10/6/2015 to 5/31/2016

Evidence of Completion

G4. To increase student achievement/proficiency through standards-based collaborative based planning and instruction supported through administrative and peer monitoring and coaching. `1`

🔑 G073326

G4.B1 Teacher lack of time `2`

🔑 B191635

G4.B1.S1 Crystal Lake's master schedule was developed to allow each grade level 50 minutes per day for common planning time. `4`

🔑 S203105

Strategy Rationale

Common planning allows teachers to collaboratively plan together in a 50 minute period without interruptions.

Action Step 1 `5`

Administration will develop a master schedule with common planning that allows for 5 days of 50 minutes of planning time. One day will be facilitated with a coach, one day will be school-wide PLC and the remaining three are teacher directed.

Person Responsible

Swanyetta Perry

Schedule

On 6/10/2016

Evidence of Completion

Master Schedule, collaborative planning sign in sheets

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

Monitoring will occur through facilitated planning with administrators and the academic coach one day per week. Also, completed pre-planning form and lesson plan Template for ELA.

Person Responsible

Swanyetta Perry

Schedule

On 7/1/2016

Evidence of Completion

Preplanning form, and ELA template, submitted lesson plans

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

Monitoring will occur through administration and academic coach present in planning

> ### Person Responsible
>
> Bryan Kim
>
> ### Schedule
>
> On 6/3/2016
>
> ### *Evidence of Completion*
>
> Completed lesson plans submitted weekly

G4.B2 Lack of proper usage of collaborative planning time `2`

🔑 B191636

G4.B2.S1 Provide professional development during pre-planning for all staff regarding expectations for collaborative planning. `4`

🔑 S203106

> ### Strategy Rationale
>
> This will set the expectation from day one.

Action Step 1 `5`

Provide explicit instruction/PD for all staff regarding what true collaborative planning looks like.

> ### Person Responsible
>
> Bryan Kim
>
> ### Schedule
>
> Weekly, from 8/18/2015 to 9/3/2015
>
> ### *Evidence of Completion*
>
> Evidence will be PD sign in sheets and artifacts from the professional development provided.

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

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

G4.B3 Teachers not understanding the process of collaborative planning (value of the process) `2`

🔧 B191637

G4.B3.S1 Provide a real world application video of effective collaborative planning. `4`

🔧 S203107

Strategy Rationale

To model what collaborative planning looks like.

Action Step 1 `5`

Teachers will be provided collaborative planning professional development.

> **Person Responsible**
>
> Bryan Kim
>
> **Schedule**
>
> On 8/18/2015
>
> *Evidence of Completion*
>
> PD sign in and Ticket out the Door

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

Classroom visits, lesson plans, and providing respectful, supportive feedback.

> **Person Responsible**
>
> Swanyetta Perry
>
> **Schedule**
>
> On 8/24/2015
>
> *Evidence of Completion*
>
> Lesson plans will be checked weekly. Plans will be printed and accessible.

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

Engage in constructive conversations including coaching, reflecting, facilitating, and directing.

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Administrative logs and notes.

G4.B4 Lack of process for pre-planning before collaborative planning `2`

🔍 B191638

G4.B4.S1 Pre-planning tool developed for teachers to complete and bring to collaborative planning each Tuesday. `4`

🔍 S203108

Strategy Rationale

This tool is a means for teachers to write out in their own words the focus and understanding of the standards they will teach for the week. It also provides them a place to identify engaging strategies they will incorporate as well.

Action Step 1 `5`

Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

The pre-planning tools will be collected and discussed at the start of each collaborative planning session (Tuesdays)

Action Step 2 `5`

Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

The pre-planning tools will be collected and discussed at the start of each collaborative planning session (Tuesdays)

Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

Collection, discussion (time in collaborative planning schedule) and a binder to keep all pre-planning tools.

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

The collection and review of the process weekly as it is facilitated by administration and/or the reading coach. The binder of each teachers' written explanation will also be monitored.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

The effectiveness will be monitored through observation of the pre-planing tool discussion of the standards and through feedback from the Reading Coach.

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

A binder of the pre-planning tools and also the walk though observations of the standards being taught.

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 7

The effectiveness will be monitored through observation of the pre-planing tool discussion of the standards and through feedback from the Reading Coach.

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

A binder of the pre-planning tools and also the walk though observations of the standards being taught.

G4.B5 Effective monitoring process 2

B191639

G4.B5.S1 Implementation of preplanning tools for content areas. 4

S203109

Strategy Rationale

The planning tools will ensure the effectiveness of the planning process.

Action Step 1 5

Teachers will come to planning with the pre-planning tools pre-populated.

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Lesson plans will be submitted in One Drive Pre-planning tool will be submitted to the Reading Coach at collaborative planning.

Plan to Monitor Fidelity of Implementation of G4.B5.S1 6

Administrators will facilitate the initial planning meeting and then participate in weekly collaborative planning practices.

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of Implementation of G4.B5.S1 7

Administration will provide appropriate feedback to teachers and enlist ELA coach to provide support to teachers as needed.

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

Conversation logs and coaching cycle

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	Arrange professional development sessions utilizing the five "E" model of planning and instruction.		Agendas , sign in sheets, calendar invites	one-time	
G2.B1.S1.A1	Schedule/provide professional development in the implementation of vocabulary instructional strategies.	Perry, Swanyetta	9/15/2015	Sign in sheets that also indicates the professional development (Vocabulary Instructional Strategies)	12/3/2015 monthly
G3.B1.S1.A1	Collaborative planning conversations will lead to a deeper understanding of the plans written along with the instruction and student tasks.	Kim, Bryan	9/29/2015		5/24/2016 weekly
G4.B1.S1.A1	Administration will develop a master schedule with common planning that	Perry, Swanyetta	8/24/2015	Master Schedule, collaborative planning sign in sheets	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	allows for 5 days of 50 minutes of planning time. One day will be facilitated with a coach, one day will be school-wide PLC and the remaining three are teacher directed.				
G4.B2.S1.A1	Provide explicit instruction/PD for all staff regarding what true collaborative planning looks like.	Kim, Bryan	8/18/2015	Evidence will be PD sign in sheets and artifacts from the professional development provided.	9/3/2015 weekly
G4.B3.S1.A1	Teachers will be provided collaborative planning professional development.	Kim, Bryan	8/18/2015	PD sign in and Ticket out the Door	8/18/2015 one-time
G4.B4.S1.A1	Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation	Kim, Bryan	8/24/2015	The pre-planning tools will be collected and discussed at the start of each collaborative planning session (Tuesdays)	6/3/2016 weekly
G4.B5.S1.A1	Teachers will come to planning with the pre-planning tools pre-populated.	Kim, Bryan	8/24/2015	Lesson plans will be submitted in One Drive Pre-planning tool will be submitted to the Reading Coach at collaborative planning.	6/3/2016 weekly
G1.B1.S1.A2	Tina Barbee will model an actual 5 E lesson with teachers through PLC's		11/18/2015	Sign in sheets and agenda from the PLC,	11/18/2015 one-time
G2.B1.S1.A2	Vocabulary PD will be provided through PLC's introducing multiple, grade level appropriate strategies to teach vocabulary	Kim, Bryan	10/15/2015	Sign in sheets/Agenda with PD	11/5/2015 one-time
G3.B1.S1.A2	Teachers will complete a Standard Focus form weekly and bring it to the collaborative planning sessions. See the strategy #2 for more details	Kim, Bryan	9/29/2015	Forms completed and collected weekly.	5/31/2016 weekly
G4.B4.S1.A2	Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation	Kim, Bryan	8/24/2015	The pre-planning tools will be collected and discussed at the start of each collaborative planning session (Tuesdays)	6/3/2016 weekly
G1.B1.S1.A3	Schedule a follow up PLC for teachers to show and share 5 E model lessons implemented	Kim, Bryan	12/16/2015	Teacners will be required to bring evidence, student work, pictures and a narrative of the implemented Five E lessons	12/16/2015 one-time
G2.B1.S1.A3	Follow up with be scheduled for November, administration and the Reading Coach will do walk through observations to monitor vocabulary instruction	Perry, Swanyetta	11/5/2015	Teachers will be expected to drop evidence, pictures and artifacts in One Drive after implementation of the strategies. The follow up PD will be a time for teachers to bring artifacts, share the pics or videos of implemenation	11/5/2015 one-time
G1.MA1	Lesson plans along with all observations in classrooms	Kim, Bryan	Walk through notes, feedback and assessment data on IBTP in Math and Science	one-time	
G1.MA2	IBTP data, Go Math assessments will be monitored for progress	Perry, Swanyetta	1/4/2016	IBTP test data, Go Math results from the scheduled monthly data chats will be collected and reviewed for progress in Math due to implementation of the Five E professional development	5/30/2016 one-time
G1.B1.S1.MA1	Classroom walk through observations, lesson plan checks	Perry, Swanyetta	Journey records, walk through observations	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			with feedback		
G1.B1.S1.MA5	Collect the artifacts, student samples, pictures of follow-up lessons	Perry, Swanyetta	12/16/2015	Teachers will be asked to bring the artifacts, pictures or notes of the implemented lessons that will be collected as evidence of the monitoring	12/16/2015 one-time
G1.B1.S1.MA1	Administration participation, agendas, sigh in sheets will be collected	Perry, Swanyetta	Professional development sign in records	one-time	
G1.B1.S1.MA3	Administration will participate in the PLC and monitor the content that teachers should be utilizing to be able to assess the instruction in the classroom	Kim, Bryan	11/18/2015	The sign in records and the agenda will be evidence of the PD provided.	11/18/2015 one-time
G1.B1.S1.MA4	Administration will participate in the follow-up PLC	Kim, Bryan	12/16/2015	Evidence from walk through observations as well as the artifacts/ documents brought by the staff as follow up.	12/16/2015 one-time
G2.MA1	Classroom walk through observations, both formal, informal and feedback notes	Kim, Bryan	10/26/2015	Fair AP3 assessment data	5/23/2016 weekly
G2.MA2	[no content entered]			one-time	
G2.B1.S1.MA1	Effectiveness will be monitored through observation and participation in the professional development	Perry, Swanyetta	10/15/2015	Sign in sheets, observations	12/3/2015 monthly
G2.B1.S1.MA5	Walk through observations and lesson plans will be monitored	Perry, Swanyetta	11/5/2015	Evidence collected will be the artifacts, the walk through feedback and FAIR data that shows improvement in vocabulary scores.	6/3/2016 weekly
G2.B1.S1.MA1	PLC agenda sign in sheets	Perry, Swanyetta	10/15/2015	PLC agendas and sign in sheets	12/3/2015 monthly
G2.B1.S1.MA3	Lesson plans will be monitored for vocabulary strategies listed	Perry, Swanyetta	10/15/2015	The assistant principal will monitor the weekly submitted plans for vocabulary strategies	7/1/2016 weekly
G2.B1.S1.MA4	Walk through observations will be conducted by administration and the Reading coach to support implementation so targeted coaching can be arranged as needed.	Kim, Bryan	11/5/2015	Observation data and FAIR data that shows an increase in the vocabulary scores across the school.	6/3/2016 weekly
G3.MA1	Agenda sign in sheets, notes, copies of walk through notes and journey results, collected Standard Forms	Kim, Bryan	9/29/2015	Classroom walk through observations	5/31/2016 weekly
G3.B1.S1.MA1	Classroom walk through notes with feedback and observation of collaborative planning sessions.	Kim, Bryan	10/5/2015	Walk through with feedback, Collaborative planning session notes, Journey walk through(s)	5/31/2016 weekly
G3.B1.S1.MA4	The conversations will be monitored and the Standards Focus forms collected	Kim, Bryan	10/6/2015		5/31/2016 weekly
G3.B1.S1.MA1	Administration will assist and facilitate during collaborative sessions	Kim, Bryan	9/29/2015	Pre-planning forms will be collected along with active involvement in conversation with administration.	5/31/2016 weekly
G3.B1.S1.MA3	Teachers will submit and explain their understanding of the standards along with how students will be engaged in the learning and how they will know students have mastered the standard (student tasks/work)	Kim, Bryan	9/29/2015		5/31/2016 weekly
G4.MA1	Progress of collaborative, standard-based planning with facilitation	Kim, Bryan	6/3/2016	Submitted lesson plans and walk through observations/ evaluation observations	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Monitoring will occur through administration and academic coach present in planning	Kim, Bryan	8/24/2015	Completed lesson plans submitted weekly	6/3/2016 one-time
G4.B1.S1.MA1	Monitoring will occur through facilitated planning with administrators and the academic coach one day per week. Also, completed pre-planning form and lesson plan Template for ELA.	Perry, Swanyetta	8/24/2015	Preplanning form, and ELA template, submitted lesson plans	7/1/2016 one-time
G4.B2.S1.MA1	[no content entered]			one-time	
G4.B3.S1.MA1	Engage in constructive conversations including coaching, reflecting, facilitating, and directing.	Kim, Bryan	8/24/2015	Administrative logs and notes.	6/3/2016 biweekly
G4.B3.S1.MA1	Classroom visits, lesson plans, and providing respectful, supportive feedback.	Perry, Swanyetta	8/24/2015	Lesson plans will be checked weekly. Plans will be printed and accessible.	8/24/2015 one-time
G4.B4.S1.MA1	The effectiveness will be monitored through observation of the pre-planing tool discussion of the standards and through feedback from the Reading Coach.	Kim, Bryan	9/1/2015	A binder of the pre-planning tools and also the walk though observations of the standards being taught.	5/31/2016 weekly
G4.B4.S1.MA1	The effectiveness will be monitored through observation of the pre-planing tool discussion of the standards and through feedback from the Reading Coach.	Kim, Bryan	9/1/2015	A binder of the pre-planning tools and also the walk though observations of the standards being taught.	5/31/2016 weekly
G4.B4.S1.MA1	Collection, discussion (time in collaborative planning schedule) and a binder to keep all pre-planning tools.	Kim, Bryan	9/1/2015	The collection and review of the process weekly as it is facilitated by administration and/or the reading coach. The binder of each teachers' written explanation will also be monitored.	5/31/2016 weekly
G4.B5.S1.MA1	Administration will provide appropriate feedback to teachers and enlist ELA coach to provide support to teachers as needed.	Perry, Swanyetta	8/24/2015	Conversation logs and coaching cycle	6/3/2016 weekly
G4.B5.S1.MA1	Administrators will facilitate the initial planning meeting and then participate in weekly collaborative planning practices.	Kim, Bryan	8/24/2015	Sign in sheets	6/3/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning.

G1.B1 Five "E" is a new initiative for planning and instruction and most teachers need professional development for implementation

G1.B1.S1 Dates for professional development through PLC's will be arranged with the district coach. Modeling of proficient teachers will also be organized and arranged.

PD Opportunity 1

Arrange professional development sessions utilizing the five "E" model of planning and instruction.

Facilitator

Tina Barbee

Participants

Classroom teachers

Schedule

G2. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data.

G2.B1 Lack of effective instructional strategies to impact student achievement in vocabulary and comprehension

G2.B1.S1 Schedule professional development sessions focused on vocabulary and comprehension

PD Opportunity 1

Schedule/provide professional development in the implementation of vocabulary instructional strategies.

Facilitator

Marcia Halpin, Lea Gomez

Participants

classroom teachers

Schedule

Monthly, from 9/15/2015 to 12/3/2015

G4. To increase student achievement/proficiency through standards-based collaborative based planning and instruction supported through administrative and peer monitoring and coaching.

G4.B3 Teachers not understanding the process of collaborative planning (value of the process)

G4.B3.S1 Provide a real world application video of effective collaborative planning.

PD Opportunity 1

Teachers will be provided collaborative planning professional development.

Facilitator

Bryan Kim

Participants

All teachers

Schedule

On 8/18/2015

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	Arrange professional development sessions utilizing the five "E" model of planning and instruction.	$0.00
2	G1.B1.S1.A2	Tina Barbee will model an actual 5 E lesson with teachers through PLC's	$0.00
3	G1.B1.S1.A3	Schedule a follow up PLC for teachers to show and share 5 E model lessons implemented	$0.00
4	G2.B1.S1.A1	Schedule/provide professional development in the implementation of vocabulary instructional strategies.	$0.00
5	G2.B1.S1.A2	Vocabulary PD will be provided through PLC's introducing multiple, grade level appropriate strategies to teach vocabulary	$0.00
6	G2.B1.S1.A3	Follow up with be scheduled for November, administration and the Reading Coach will do walk through observations to monitor vocabulary instruction	$0.00
7	G3.B1.S1.A1	Collaborative planning conversations will lead to a deeper understanding of the plans written along with the instruction and student tasks.	$0.00
8	G3.B1.S1.A2	Teachers will complete a Standard Focus form weekly and bring it to the collaborative planning sessions. See the strategy #2 for more details	$0.00
9	G4.B1.S1.A1	Administration will develop a master schedule with common planning that allows for 5 days of 50 minutes of planning time. One day will be facilitated with a coach, one day will be school-wide PLC and the remaining three are teacher directed.	$0.00
10	G4.B2.S1.A1	Provide explicit instruction/PD for all staff regarding what true collaborative planning looks like.	$0.00
11	G4.B3.S1.A1	Teachers will be provided collaborative planning professional development.	$0.00
12	G4.B4.S1.A1	Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation	$0.00
13	G4.B4.S1.A2	Create a pre-planning tool to implement at the start of the year to monitor pre-planning preparation	$0.00
14	G4.B5.S1.A1	Teachers will come to planning with the pre-planning tools pre-populated.	$0.00
		Total:	$0.00