The School District of Palm Beach County

Crystal Lakes Elementary School

2016-17 Schoolwide Improvement Plan

Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

https://cyle.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	B

*Informational Baseline School Grade

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Crystal Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Crystal Lakes Community Elementary School unites staff, parents, and community to create a child-centered environment of lifelong learners where all students achieve.

b. Provide the school's vision statement.

Our vision at Crystal Lakes Elementary School consists of developing the whole child. Through collaboration with the students, staff, parents and community, we will strive to mold each child, regardless of background, into a lifelong learner and responsible citizen.

2. School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
We believe that relationship-building is a clear priority. The school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) are involved in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). On-campus "relationship experts" implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. All staff begin with the "Ten Day Plan". The first ten days can be very important for establishing the tone for the entire school community. This is when we begin to build a community rather than just individual classrooms. This common ground unites us in our effort to achieve our goal. This plan will assist with the development of expected social skills, build character, as well as help us continue to meet the needs of students. We introduce the "Bobcat Way"- the school-wide positive behavior support system (Sw-PBS) that teaches the children our expectations while focusing on the 6 pillars of Character education.

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

Universal Guidelines and our behavior matrix are taught at the beginning of the year and reviewed after each vacation and/or as needed to ensure students are aware of school expectations.
Our teachers are trained in Classroom management strategies (CHAMPS, etc.)
Our Sw-PBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
Day five of our 10 day plan focuses on community building and guidelines against bullying.
Resources for websites and activities are used to help review ways to stay bully free. We teach the "I Care" language, Conflict Resolution, and Fighting Fair. The students complete activities and role play different scenarios acting out, "What would you do next?"

c. 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.

We teach/review CHAMPS and the Bobcat Way. We discuss why we have rules. Review the I-Care Rules (K-2) or Rules for Fighting Fair/Peace Rules (Gr. 3-5). We discuss what resolving conflict looks like in your classroom and anywhere on campus. The teachers agreed upon a list of major and minor offenses determining what can be addressed at the classroom level and what needs to go to administration.

d. 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.

Our school-based team meets weekly to discuss students with barriers to academic and social success.
Mentors are assigned to students identified with SEL concerns.
We have a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
We provide Instruction and various campus activities that address social/emotional needs of students;
We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
We have developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
The school counselor provides a differentiated delivery of services based on student/school need. She offers classroom guidance, workshops, and assemblies. She also offers focused small group counseling, and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

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

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

NA

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
No

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

2. Description

Crystal Lakes has a very positive relationship with parents. We regularly solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. During Open House, academic focus night (curriculum night) we ensure non-threatening methods of introducing parents to teachers and administrators. We open our computer lab and offer tutorials to parents who are unfamiliar with EdLine and other forms of educational technology. We communicate classroom and school news to parents through Edline and/or hard copies. We translate the communication in Spanish, Creole, and Portuguese- our 3 major languages. Our teachers send positive notes, letters, and phone calls home.
Through our school counseling program (Student Development Plan), we offer parent meetings and workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

As a Five Star school, we take pride in our relationships with the local community. We have formed many business partnerships with local businesses. The business names are proudly displayed when they adopt a class. Our SAC membership always includes at least one business partner. Each year, a letter is sent to not only the parent community, but to the local businesses inviting them to become a partner with our school.
We have a very active volunteer program. In addition to our PTA, these volunteers support our school's initiatives working with our teachers and students.

C. 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).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Curcio Greaves, Diane	Principal
Pennington, John	Assistant Principal
Davis-Tucker, Shronderlette	Teacher, K-12
Mowrey, Amy	Teacher, K-12
Lindgren, Laura	Teacher, K-12
Morse, Sanna	Teacher, K-12
Noon, Maria	Teacher, K-12
Yurick, Claudia	Teacher, K-12
Oakley, Herele	School Counselor
reardon, lynn	Teacher, ESE

b. Duties

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, guidance counselor) and report back on all data collected for further discussion at future meetings.
Leadership Team Member and Expertise:
Student's Classroom Teacher
Offers interventions to student identified as deficient in a benchmark.
Completes documentation (PBCSD Form 2106) prior to SBT meeting.
Consults with department and/or grade level team.
Reviews checklists, interventions, background, baseline and monitoring data at SBT meeting (or before with the SBT Leader).
Implements with fidelity interventions indicated in Student Intervention Plan (PBCSD Form 2284) and monitors student progress (PBCSD Form 2318)
Provides communication to parent(s)/guardian(s) in their preferred language (verbally & written)
Administrator:
Attends all SBT meetings
Conducts data chats with all instructional staff – determines professional development needs (teacher, subject area, grade level, school).
Provides adequate location and technology tools within the school facility and allocates appropriate time during the school day for the SBT meeting.

Provides opportunities for staff to attend professional development as needed.
School Based Team Leader:
Creates an agenda for SBT meetings and utilizes all PBCSD approved forms.
Facilitates the SBT team meetings and the Problem Solving Process.
Provides support for interventions to the student's classroom teacher.
Provides input in developing interventions and progress monitoring tools.
ESE Teacher/ Speech Language Pathologist:
Contributes information regarding instructional methodologies, strategies, and curriculum.
Assists in developing interventions from area of expertise.
Provides support for interventions to the student's classroom teacher.
School Psychologist:
Attends all SBT meetings.
Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether student made progress).
Provides support for interventions to the student's classroom teacher.

2. 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.

Using MTSS, a systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, we begin with the identification of trends and patterns using school-wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science, Math). Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (Supplemental, Tier 2, i.e. iii, , behavior contract and replacement behavior instruction, anger management group, grief counseling).
The Tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction". Therefore, supplemental and intensive Tiers (Tiers 2 and 3) are defined with the context of the Core (Tier 1). The number of minutes of instruction and the breadth of that instruction that defines Core (Tier 1) is the basis for the criteria for supplemental and intensive Tiers (Tiers 2 and 3).
Core - Tier 1 (universal instruction) consists of scientific, research-based CORE instructional and behavioral/social emotional methodologies, practices, and supports designed for all students in the general education classroom.
Using the problem solving process :
Supplemental - Tier 2 interventions consist of instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. It is provided to groups of targeted students who have not been successful with core instruction alone. Supplemental - Tier 2 interventions include:
Evidence-based interventions matched to students' deficiency
Smaller group instruction
More intensive services, (more time, narrow focus of instruction/intervention) than the Core (Tier 1)
Frequent progress monitoring and data collection (weekly)
? Additional instructional time in deficient area of need
Tier 2 services are provided by a variety of professionals and in different settings
Intensive - Tier 3 academic interventions are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2).

Intensive instruction (Tier 3) is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress.
Intensive - Tier 3 interventions include:
Evidence-based interventions matched to students' deficiency
Smaller group (smaller than Supplemental/Tier 2) instruction
More frequent progress monitoring and data collection (weekly)
Additional instructional time in deficient area of need (in addition to Core/Tier 1 and Supplemental/Tier 2)
Intensive/Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.
Intensive/Tier 3 services require collaboration and coordination among school staff, providing services to the student.
The expected outcome of Intensive/Tier 3 services, combined with Core (Tier 1) and Supplemental (Tier 2) is that the student(s) will achieve Core/Tier 1 proficiency levels (academic and/or behavioral).
Intensive - Tier 3 behavioral interventions should include a Behavior Management Plan that is completed after a Functional Behavior Assessment (FBA) has been conducted by a trained school staff member.

Our school integrates Single School Culture by sharing our norms, beliefs, values, and goals. Our result has produced consistency in practice. Each year, we review our mission statement and our beliefs. One belief include teaching the children to have respect and appreciation of multicultural diversity. Another belief is providing a safe nurturing environment that encourages our students to succeed academically, socially, and civically. We incorporated all our beliefs in our first 10 day plan. We have embraced SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (sw-PBS). sw-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.
Essential Components of sw-PBS:
• Common purpose and approach to discipline
• Positive expectations (for all students & staff)
• Procedures for teaching expected behaviors
• Continuum of procedures for encouraging expectations
• Continuum of procedures for discouraging inappropriate behavior
• Procedures for ongoing monitoring and evaluating effectiveness of the Sw-PBS system
At Crystal Lakes, our sw-PBS is the Bobcat Way "We Care". We have been teaching the children "the Bobcat Way-We Care":
Care, Attitude, Respect, and Engage. Definitions and examples are given and the children can describe what it looks like in the classroom, cafeteria, hallways, etc.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Herele Oakley	Teacher
Diane Curcio-Greaves	Principal
Stephanie Gilbert	Parent
Christy Abel	Parent
Danette Cello	Parent
Melinda Angelotti	Teacher
Karla Lerma	Teacher
Keith Collier	Business/Community
Eric Malkin	Business/Community
Carrie Davis	Business/Community
Lena Berchielli	Parent
Sally Hayden	Education Support Employee
deborah torres	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

Strategies and assessments were reviewed each month. Data from PowerCats, Mindplay, FASTTMath and reading and math tutorials were reviewed. After the FSA results are back, the student achievement data will be reviewed and aligned with the strategies.

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan. The SAC reviewed the success and will approve that monies may be expended only on programs or projects selected by the School Advisory Council.

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

The rollover funds ($2985) from FY 15 will be used to enhance the curriculum in reading and math.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
twombly, cindy	Teacher, K-12
Morse, Sanna	Teacher, K-12
Oakley, Herele	School Counselor
Curcio Greaves, Diane	Principal
Yurick, Claudia	Teacher, K-12
Stanislawski, Cheryl	Teacher, K-12
Glass, Lisa	Teacher, K-12
Chapman, Karen	Teacher, K-12
Ramon, Jenny	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will increase the motivation of the students to read more and for longer periods of time. Principal will hold literacy celebrations for intermediate and primary students monthly when intermediate students meet their reading counts goals and primary students meet their reading stamina goals. Teachers will continue to implement the literacy materials and units of study. Within the 90 minute reading block, students will read Just Right books and know their levels while increasing their stamina. Grades K-2 will talk about the books with partners (Stop and Jot). Grades 3-5 will write about their books (log, journal, stop and jot.)
Using data from RRR and teacher observations, teaches will plan instruction using the continuum. Increase the rigor of instruction (cognitive complexity and student autonomy).
We will Implement the Pillars of effective instruction- standards, personalized, high expectations, engaged.

D. 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).

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

At Crystal Lakes, positive working relationships with teachers is encouraged through participation in Professional Learning Community meetings (PLCs). The master schedule has been redesigned to provide 90 minutes every 5-7 days for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement will be monitored and instruction will be modified as needed based on decisions made through collaboration. At Crystal Lakes, we have vertical meetings based on core curriculum. At these meetings, one representative from each grade level ensures a continuum of instruction aligns with the standards and is being used with rigor and fidelity.

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

Conduct regular meetings with new and student teachers. Meet with AC teachers to discuss best practices.

Partner new teachers with veteran staff. Allow time for teachers to observe and be observed. Provide common planning time. Solicit student teachers for open positions.

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

We provide ongoing support for new/beginning teachers. Veteran teachers help new teachers continue to improve their practice of teaching and develop their instructional skills. Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. Usually, the grade chairperson is the mentor. This year, we have three new teachers, a new SLP, and one who changed a grade level. Since only one teacher is a first year teacher, the grade chairs will mentor them. The veteran teachers new to the position at Crystal Lakes, have been assigned buddies on their team.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Our school will utilize the scheduled professional development during the 5 PD days to support the strategies needed. This year, the Learning teams/PLCs will have more time to work together to implement the district's "Pillars of effective instruction".

b. Instructional Strategies

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

Our school utilizies the RtI process. The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, school counselor) and report back on all data collected for further discussion at future meetings.

We hold meetings on a regular basis to make decisions about literacy instruction in the school.

Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

We utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

We have created a a schedule with an uninterrupted 90 minute reading block. We provide iii instruction based on student needs ,instruction aligned with the Language Arts Florida Standards for their grade level. We provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). We administer assessments which measure instructed standards,monitor progress at the class and grade level during Professional Learning Community meetings (PLCs), conduct data chats with students. Teachers create units of study based on current data and follow the district's curriculum scope and sequence on Blender . They choose methods of instruction based on the needs of students (modeled, guided practice, inquiry).

Students self-select texts based on RRR levels, receive push-in/pull out services for ESE/ELL. SAI teachers provide LLI (Leveled Literacy Intervention) instruction. We provide Process and Strategy charts for reminders of teaching.

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

Strategy: After School Program
Minutes added to school year: 1,800

Based on the results of the state/district assessments, students who need remediation in reading will be provided with tutoring 2x a week for a total of 15 weeks.

Strategy Rationale

Students will benefit from additional support strengthening their reading skills, ultimately increasing their performance on state/district assessments.

Strategy Purpose(s)

• Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Oakley, Herele, herele.oakley@palmbeachschools.org

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

Pre/post assessments, teacher observations, data chats, EDW reports, and state and district assessments.

2. Student Transition and Readiness

a. 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).

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

We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. We hold a kindergarten round-up in late spring. Staff meets with the incoming families and provides important information about the school, academics, etc. At the

conclusion, there is a tour of the school. The PowerPoint presentation is then linked to our Edline page. We created and distributed a brochure highlighting our gifted program. We invited the parents of students currently enrolled in our gifted classes to come and hear about the exciting plans we have for FY 17. We linked the brochure to our Edline page. In addition, we created a video marketing our school which is on the Palm Beach County school district website and is linked to our Edline page. The guidance counselor and administration host a welcome to all the new families who have joined the Crystal Lakes' family.

We have a staggered start for the first 3 days allowing the teachers to really get to know their students in small groups. On day 4, all attend. The parents are invited to a "Boo Hoo" breakfast immediately after the morning bell. This gives them an opportunity to meet other kindergarten families. In an effort to effectively place students, the kindergarten team screened the incoming kindergarteners prior to the start of school.

Three portfolio conferences are held throughout the year, here the parents are invited to hear what their child has accomplished each trimester.

b. College and Career Readiness

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

We promote a college-going culture where students are encouraged to aim high. We take pride in fostering a college-going culture and support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include wearing your favorite college shirt/jersey, our presenters during career day incorporate their alma marta in their presentation, college students often volunteer at our school, and we are very accomodating to our staff who visit college campuses, take their children to school, and bringing back brochures to display in our college corner in the media center.
We introduce students to the value of work by using career mapping to identify, understand and appreciate the various jobs and careers within their own families.
We nurture confidence in students to aspire all students to graduate collage and career ready. We create early awareness that connects academic performance (doing homework, positive attitude, coming to school on time, etc.) to attaining grade level promotion. We rely on our School Based Team to identify students having academic and/or behavior difficulties to ensure early interventions.

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step 🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. `1a`

🔑 G083586

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	91.0
FSA ELA Achievement	69.0

Targeted Barriers to Achieving the Goal `3`

- Teachers and paraprofessional's knowledge, skills, and schedule

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Materials, schedules, curriculum, relevant and effective instruction, leadership, business partners, school culture, volunteers

Plan to Monitor Progress Toward G1. `8`

We will analyze iObservation reports to ensure effective and relevant instruction.

Person Responsible
Diane Curcio Greaves

Schedule
Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion
iObservation reports to identify trends

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1a`

🔑 G083587

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	70.0
Writing Gains District Assessment	75.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have limited experience in vertical planning to ensure lessons are designed with the prerequisite skills needed for middle and high school.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Materials, schedules, curriculum, relevant and effective instruction, leadership, business partners, school culture, and volunteers

Plan to Monitor Progress Toward G2. `8`

We will analyze iObservation reports to ensure effective and relevant instructon.

Person Responsible
Diane Curcio Greaves

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
iObservation reports to identify trends.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. [1]

🔑 G083586

G1.B1 Teachers and paraprofessional's knowledge, skills, and schedule [2]

🔑 B221804

G1.B1.S1 The implementation of the Florida Standards demands an increase in teacher planning, collaboration, and delivering effective and relevant instruction. [4]

🔑 S234028

Strategy Rationale

To ensure that the Florida State Standards are taught with fidelity, the teachers need to increase teacher planning, collaboration, and deliver effective and relevant instruction.

Action Step 1 [5]

PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction. The recommendation is to meet for 90 minutes once every 5-7 days.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Reading reports and EDW reports.

Action Step 2 [5]

Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Reading reports and EDW reports.

Action Step 3 5

Provide a positive and supportive school climate through social emotional learning (SEL) services

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

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

Review the minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.

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

Review the minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness. `1`

🔍 G083587

G2.B1 Teachers have limited experience in vertical planning to ensure lessons are designed with the prerequisite skills needed for middle and high school. `2`

🔍 B221805

G2.B1.S1 Provide teachers professional learning opportunities focused on planning and delivering standards-based instruction. `4`

🔍 S234029

Strategy Rationale

To ensure that the Florida State Standards are taught with fidelity, the teachers need to increase teacher planning, collaboration, and ensure that effective and relevant instruction is meeting the needs of all students.

Specials, electives, and special education teachers need to plan instruction together and have regular opportunities to consult with the ESE teachers. Increased frequency of PLCs will build capacity. This will result in an increase in the proficiency on the annual statewide assessment.

Action Step 1 `5`

PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction.The recommendation is to meet for 90 minutes once every 5-7 days.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.

Action Step 2 `5`

Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.

Person Responsible

Diane Curcio Greaves

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PD sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.

Action Step 3 `5`

Teachers will use PLC time to vertically plan using Blender to ensure lessons integrate prerequisite skills.

Person Responsible

Diane Curcio Greaves

Schedule

Every 2 Months, from 11/9/2016 to 5/26/2017

Evidence of Completion

Lesson plans, artifacts such as student work, classroom walk-throughs and observations

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

Review the minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.

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

Review the minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

The minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A3 A300725	Teachers will use PLC time to vertically plan using Blender to ensure lessons integrate...	Curcio Greaves, Diane	11/9/2016	Lesson plans, artifacts such as student work, classroom walk-throughs and observations	5/26/2017 every-2-months
G1.MA1 M305169	We will analyze iObservation reports to ensure effective and relevant instruction.	Curcio Greaves, Diane	8/15/2016	iObservation reports to identify trends	6/2/2017 biweekly
G2.MA1 M305172	We will analyze iObservation reports to ensure effective and relevant instructon.	Curcio Greaves, Diane	8/15/2016	iObservation reports to identify trends.	6/2/2017 monthly
G1.B1.S1.MA1 M305167	Review the minutes from PLCs, professional development sign in sheets, teacher observations, data...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.	6/2/2017 biweekly
G1.B1.S1.MA1 M305168	Review the minutes from PLCs, professional development sign in sheets, teacher observations, data...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.	6/2/2017 biweekly
G1.B1.S1.A1 A300720	PLCs will analyze student achievement based on data to define student instructional goals and plan...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Reading reports and EDW reports.	6/2/2017 biweekly
G1.B1.S1.A2 A300721	Administrators will facilitate PD on effective and relevant instruction including I-Ready and...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Reading reports and EDW reports.	6/2/2017 biweekly
G1.B1.S1.A3 A300722	Provide a positive and supportive school climate through social emotional learning (SEL) services	Curcio Greaves, Diane	8/15/2016		6/2/2017 biweekly
G2.B1.S1.MA1 M305170	Review the minutes from PLCs, professional development sign in sheets,teacher observation, data...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.	6/2/2017 monthly
G2.B1.S1.MA1 M305171	Review the minutes from PLCs, professional development sign in sheets,teacher observation, data...	Curcio Greaves, Diane	8/15/2016	The minutes from PLCs, professional development sign in sheets,teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.	6/2/2017 biweekly
G2.B1.S1.A1 A300723	PLCs will analyze student achievement based on data to define student instructional goals and plan...	Curcio Greaves, Diane	8/15/2016	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.	6/2/2017 biweekly
G2.B1.S1.A2 A300724	Administrators will facilitate PD on effective and relevant instruction including I-Ready and...	Curcio Greaves, Diane	8/15/2016	PD sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.	6/2/2017 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Teachers and paraprofessional's knowledge, skills, and schedule

G1.B1.S1 The implementation of the Florida Standards demands an increase in teacher planning, collaboration, and delivering effective and relevant instruction.

PD Opportunity 1

PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction. The recommendation is to meet for 90 minutes once every 5-7 days.

Facilitator

Administration, school personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.

Facilitator

Administration, school personnel, district personnel

Participants

all teachers and support staff (paraprofessionals) when necessary

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

PD Opportunity 3

Provide a positive and supportive school climate through social emotional learning (SEL) services

Facilitator

Administration, school personnel, district personnel

Participants

all teachers and students

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

G2. If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

G2.B1 Teachers have limited experience in vertical planning to ensure lessons are designed with the prerequisite skills needed for middle and high school.

G2.B1.S1 Provide teachers professional learning opportunities focused on planning and delivering standards-based instruction.

PD Opportunity 1

PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction.The recommendation is to meet for 90 minutes once every 5-7 days.

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Monthly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction. The recommendation is to meet for 90 minutes once every 5-7 days.**				**$0.00**
2	G1.B1.S1.A2	**Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.**				**$0.00**
3	G1.B1.S1.A3	**Provide a positive and supportive school climate through social emotional learning (SEL) services**				**$0.00**
4	G2.B1.S1.A1	**PLCs will analyze student achievement based on data to define student instructional goals and plan effective and relevant instruction.The recommendation is to meet for 90 minutes once every 5-7 days.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			2121 - Crystal Lakes Elementary Schl	School Improvement Funds		$0.00
5	G2.B1.S1.A2	**Administrators will facilitate PD on effective and relevant instruction including I-Ready and Florida Standards, and effective PLCs.**				**$0.00**
6	G2.B1.S1.A3	**Teachers will use PLC time to vertically plan using Blender to ensure lessons integrate prerequisite skills.**				**$0.00**
					Total:	**$0.00**