

Broward County Public Schools

Cresthaven Elementary School



2016-17 Schoolwide Improvement Plan

Cresthaven Elementary School

801 NE 25TH ST, Pompano Beach, FL 33064

[no web address on file]

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	Yes	91%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	

**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 Broward 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 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 Cresthaven 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.

The mission of Cresthaven Elementary is to provide research based differentiated instruction aligned to state standards to address the needs of all learners in a safe, educational environment supported by technology, real-life applications and targeted professional development for staff.

b. Provide the school's vision statement.

Cresthaven Elementary's vision is to prepare our students for college and career in a competitive 21st century global economy by providing the foundation that includes rigorous content and application of knowledge through high-order skills.

2. School Environment

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

Teachers build relationships with students by becoming familiar with their backgrounds and interests. By understanding the cultures of their students, teachers are able to design lessons that are relevant to the students and therefore the lessons are more engaging. Cultures and heritages are celebrated through school-wide events such as the Multi-cultural night and relevant social studies projects.

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

When students feel safe and respected they are better able to learn. Students are greeted each morning by the principal as they enter the building and teachers cheerfully greet students as they enter the classroom. The school ensures the safety of students by providing supervision in all areas of the school at all times. Cresthaven promotes safety and respect through incorporation of character traits education. Each month students are celebrated for displaying character traits in the Kids of Character program. Random Acts of Kindness are encouraged and recognized weekly. Several school clubs provide activities that center around the notion of respect, tolerance, and kindness. The school grounds are kept clean and orderly by the facilities workers which promotes a sense of school pride.

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.

Cresthaven has three major expectations of all students: Be Kind, Be Responsible, and Be Safe as described in the school-wide positive behavior plan. The expectations and rules were set after careful analysis of past behavior data or the ten top behavior incidents. The school wide positive behavior plan outlines classroom and office managed behaviors and expectations. Teachers set the expectations for behavior with class rules that reflect the three tenets. School behavior data is shared with stakeholders four times a year. Lesson plans for teaching the rules of conduct are also shared with teachers during staff development the first week of school. Teachers model the behaviors through carefully outlined lesson plans which are implemented each quarter. Expectations, rules, and consequences for behavior are posted in each classroom, are clearly explained by the teachers, and

include positive rewards. Teachers understand the discipline matrix and if needed refer students to the Collaborative Problem Solving Team monitoring behavior on and individual behavior plan.

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.

Cresthaven Elementary develops the "whole child" in both cognitive and emotional domains. The Guidance Counselor conducts small group discussion among students with certain needs. Needs are determined by referral from teacher, parent, or the Collaborative Problem Solving Team. Community mentors are paired with students needing guided support in making good choices.

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.

Students who exhibit attendance concerns are referred to the school social worker to collaborate with family to work towards improving attendance. The Broward Truancy Intervention Plan protocol is followed. Students who are suspended are encouraged to attend the Alternative to Suspension site so they can continue to complete coursework. Students with more than one suspension is referred to the Collaborative Problem Solving Team (CPST) to monitor behavior. Students who score below proficiency on the FSA are referred to CPST and given a targeted intervention and progress is monitored every two weeks.

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	19	15	14	10	11	16	0	0	0	0	0	0	0	85
One or more suspensions	1	3	4	0	4	4	0	0	0	0	0	0	0	16
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	30	40	37	0	0	0	0	0	0	0	107

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	4	5	12	0	0	0	0	0	0	0	21

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

Academic intervention strategies in English Language Arts include: QuickReads, Foundations, Leveled Literacy Intervention, soar to Success, Super QAR, Intermediate Rewards, Journeys Literacy/ Reading Toolkit, and Phonics for Reading. For Math interventions include: Touch Math, Go Math Strategic Intervention, and Go Math Reteach. Students with a pattern of truancy are referred to the school social worker or are part of BTIP.

B. Family and Community Engagement

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306346>.

2. Description

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

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.

Cresthaven has developed partnerships in the community to strengthen stakeholder relationships and improve student achievement. Some of our community partners are Papa John's Pizza, McDonalds, Publix, AXA Advisors, PDQ, Jimmy John's, and Jersey Mike's Subs.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Kisten, Joshua	Principal
Heavner, Jan	Assistant Principal
Addeo, Jamie	Instructional Coach
Johnson, Anquanita	Other
Dektor, Brian	School Counselor

b. Duties

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

Principal Joshua Kisten and Jan Heavner, Assistant Principal monitor student performance and teacher instructional practice, analyze data trends, and along with the Literacy coach, provide support for teachers. The Leadership Team is responsible for developing and facilitating strategies and materials to meet the needs of all students as part of the School Improvement Plan. Members also serve on subcommittees such as PLC facilitation, Collaborative Problem Solving team, Grade Level Chairs, Community Events, and SAC/SAF.

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.

The Collaborative Problem solving Team (CPST) consists of administration, the Literacy coach, the ESE specialist, Guidance Counselor, School social worker, School psychologist, and classroom teacher of referred student. If a student does not respond to the Tier 1 curriculum, the classroom teacher refers the student to CPST so that an intervention can be prescribed to target the academic or behavioral weakness. The student is monitored with an assessment to measure progress in the response to the intervention. The CPST meets the 2nd and 4th Wednesday of each month. The AP and the Literacy Coach provided training to the staff in the protocol of the MTSS/RtI. A guide/binder was provided to each grade level team that outlined each intervention and the type of assessment needed to monitor. The SAC officers and members oversee the SIP and ensure that the staff follows the focus of the SIP. Grade level team leaders ensure that teachers are provided the necessary materials to meet the cognitive and social-emotional needs of students. Team leaders serve on the Leadership team so that teachers are represented in school-based decision making. Title i funds are used for staff development, such as training in Thinking Maps, materials such as library books, and parent involvement activities. Funds from the SMART bond have greatly enhanced the technology used for classroom instruction.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria Bravo	Parent
Tyffany Fulmore	Teacher
Monica Devlin	Parent
Melanie Esser	Parent
Ed Ferrer	Parent
Sarah Foley	Parent
Astride Joseph	Parent
Joshua Kisten	Principal
Kathie Ramnath	Business/Community
Erolyn Green	Parent
Anquanita Joseph	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

The SAC met to review the outcomes of student data collected to realign activities and strategies to improve student achievement. This year's membership will make changes based on current needs.

b. Development of this school improvement plan

SAC meets on a monthly basis to address the curriculum plan and goals outlined in the SIP. The SAC makes recommendations based on current needs and the members also approve and monitor the implementation of the SIP.

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

The SAC provides input into the budget based on subcommittee recommendations for expenditures for materials and training.

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

Thinking Maps- Training for school-wide implementation and cost of materials- \$6,000.00
Student incentives, parent involvement activities such as Reading under the Stars.

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
Addeo, Jamie	Instructional Coach
Kisten, Joshua	Principal
Heavner, Jan	Assistant Principal
Johnson, Anquanita	Teacher, ESE

b. Duties

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

The LLT makes recommendations for staff development activities such as Daily 5 best practices. The team uses current data to make informed decisions about strategies for increasing rigor and focusing on performance scales leading to mastery of the Florida Standards. The team analyzes data to suggest initiatives that will increase reading comprehension. LLT facilitates literacy events that celebrate and recognize reading achievements.

D. Public and Collaborative Teaching

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

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

Teachers were given the opportunity for training in MTSS, creating learning goals and scales, using the cognitive rigor matrix to increase Depth of knowledge, and unwrapping standards as a means to planning units with increased rigor and relevance. Teachers meet weekly with teams to engage in PLCs focused on planning rigorous lessons. Teachers meet every 6 weeks for an entire day of team planning

to align standards with integration of content with LAFS and MAFS. Team building activities such as "How Full is Your Bucket?" and recognition awards are implemented throughout the school year.

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

Advertisements for job openings are posted on Applitrack and administrators attend job fairs to recruit new teachers. New hires are given support by teammates, administration, and the Literacy coach. Team building activities as part of professional development is a practice used to build relationships among colleagues.

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

As part of the TIER program (formally NESS), teachers new to the field have been provided instructional coaches. Coach and mentee meet weekly to discuss curriculum and operational pieces and also serve as observers to give feedback about instructional practice. The TIER facilitator meets on a monthly basis to present topics such as progress reports, parent conferences, using the database, etc. New teachers are paired with experienced teachers who are typically on their grade level. Teachers new to the school, but not new to the field are given support by their team leaders and the Literacy Coach.

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.

Teachers are given the opportunity to team plan where they can develop units, learning goals and scales and lessons aligned to the rigor of the Florida Standards. Teachers analyze student data to determine that more than 75% of students are responding positively to the core curriculum. Professional development in unwrapping the Florida Standards was provided by administration and the instructional coach so that teachers could plan curriculum maps and instructional units aligned to the rigor of the standard. PLCs focus on gathering resources to teach the declarative and procedural knowledge necessary towards mastery of the standard and complete CARE documents to identify remediation and enrichment activities. Teachers implement and analyze formative and summative assessments to determine the effectiveness of their 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.

Screening assessments such as the Benchmark Assessment System are used as tools to indicate whether students are in need of remediation of a skill necessary to mastery of the standard. An intervention is provided through pullout instruction targeted to the area of deficiency and progress is monitored every other week to determine if the response to intervention is positive. Students with limited English skills meet daily with an interventionist to learn basic communication and academic vocabulary. Students lacking proficiency as measured by the FSA are closely monitored and are provided an intervention by the classroom teacher in small group as well as through a pull-out support

group. Formative assessments aligned to the LAFS and MAFS are administered and documented on the school database with remediation of the standard given as needed.

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: Weekend Program

Minutes added to school year: 1,080

Saturday Reading and Math Camp is offered to students in grades 3-5 who need tutoring. The camp is offered for 6 weeks for 3 hours.

Strategy Rationale

Students are grouped according to area of need in reading and math to provide additional instruction to increase the probability of academic success.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Addeo, Jamie, jamieaddeo@browardschools.com

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

Data will be collected from assessments such as BAS running records and curriculum assessments such as Ready reading/math.

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. Â§ 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.

Cresthaven has 4 ESE Pre-K classess and two Head Start classes to ensure a smooth transition to Kindergarten. Prior to the start of the Kindergarten year a screening is offered to students to determine academic levels for effective grouping and matriculation into Kindergarten. Parents sign up for the screening at the K Round-up or when they register their child during the summer.

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.

N/A

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

N/A

3. 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

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If all teachers understand the rigor of the Florida Standards so that all students are provided instruction targeted to their needs then reading proficiency will increase and/or be reflected in their learning gains.

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 all teachers understand the rigor of the Florida Standards so that all students are provided instruction targeted to their needs then reading proficiency will increase and/or be reflected in their learning gains. 1a

G084837

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Ensuring that teachers are prepared to unwrap the standards and understand the intent and rigor of the standard.
- Common planning time for all members of a team to collaborate to design effective lessons that meet the rigor of the standard.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach, online resources such as CPALMS and Learn Zillion, Test Specs, and CARE packages/ performance tasks.
- Schedule adequate planning time to develop units of study and write questions that reflect higher level thinking/ depth of knowledge on the part of the students.
- Effective Rtl process.

Plan to Monitor Progress Toward G1. 8

Administration and the Leadership Team will analyze the planning tools and student data. The planning tools include the curriculum maps, unit organizers, lesson plans, CARE documents, and PLC minutes. The student data includes BAS, common formative assessments, district assessments such as BSA, and intervention assessments. Modifications will be determined based on the data.

Person Responsible

Joshua Kisten

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

BAS will be collected and analyzed at least once each quarter, Ready assessments to measure mastery of the standards will be entered on the database every 3-4 weeks, intervention assessments will be collected every 2 weeks to measure response to the intervention, and district assessments such as BSA will be analyzed after results released.

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

 = Problem Solving Step  S123456 = Quick Key


G1. If all teachers understand the rigor of the Florida Standards so that all students are provided instruction targeted to their needs then reading proficiency will increase and/or be reflected in their learning gains. **1**

 G084837

G1.B2 Ensuring that teachers are prepared to unwrap the standards and understand the intent and rigor of the standard. **2**

 B225593

G1.B2.S1 Teachers will be paid a stipend to return prior to the new school year to engage in staff development. **4**

 S237985

Strategy Rationale

Teachers will be trained in the MTSS/RtI process, unwrapping the standards to plan rigorous instruction, and engage in team planning. This content knowledge is essential to achieve our goal of increasing reading proficiency.

Action Step 1 **5**

A schedule, agenda, and training content will be developed for delivery prior to preplanning week.

Person Responsible

Jan Heavner

Schedule

On 8/11/2016

Evidence of Completion

Teachers will create a curriculum map for the school year and begin to develop the first unit.

Action Step 2 **5**

Teachers will view the Learning Goals and Scales Brainshark offered by Talent Development.

Person Responsible

Jan Heavner

Schedule

On 8/11/2016

Evidence of Completion

Teachers unwrapped the standards and completed a graphic organizer unwrapping each standard from their first unit.

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

Staff prepared for differentiating instruction to meet student needs and planning units of study that meet the rigor of the standards.

Person Responsible

Joshua Kisten

Schedule

On 8/11/2016

Evidence of Completion

Training artifacts, agendas, and attendance sign in sheets.

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

Review of teacher and student data will ensure that students are improving reading proficiency and or making learning gains.

Person Responsible

Joshua Kisten

Schedule

Weekly, from 9/6/2016 to 6/2/2017

Evidence of Completion

CARE documents, curriculum maps, Rtl on BASIS, analysis of student data.

G1.B3 Common planning time for all members of a team to collaborate to design effective lessons that meet the rigor of the standard. **2**

 B225594

G1.B3.S3 Teachers use the common planning time to share resources and write cognitively complex questions that each teacher will use to ensure students reach mastery of the standards. **4**

 S237988

Strategy Rationale

Teachers will collaboratively write questions about the common text that reflect depth of knowledge to meet the rigor of the standard.

Action Step 1 **5**

Teachers will meet with grade level teams and PLCs to unwrap standards and design lessons that meet the rigor of the standard.

Person Responsible

Joshua Kisten

Schedule

Weekly, from 8/16/2016 to 5/31/2017

Evidence of Completion

Teachers complete a CARE document/PLC minutes to identify the standards, lessons, formative assessments, and resources.

Action Step 2 **5**

Teachers meet with grade level teams to plan units of study, identify standards, choose common resources, and write cognitively complex questions to accompany text.

Person Responsible

Joshua Kisten

Schedule

Every 6 Weeks, from 9/13/2016 to 4/28/2017

Evidence of Completion

Collect units of study with samples of questions using DOK levels 2,3,4 and samples of formative assessments.

Action Step 3 5

Teachers measure level of mastery for the Florida Standards in language arts through the use of formative assessments.

Person Responsible

Jan Heavner

Schedule

Every 3 Weeks, from 9/19/2016 to 6/2/2017

Evidence of Completion

Student scores are entered on the school database for administration to monitor.

Action Step 4 5

Literacy coach and administration assist with the analysis of LAFS data to ensure that student needs are effectively being met.

Person Responsible

Joshua Kisten

Schedule

Monthly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Data chat forms and Rtl data on BASIS.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Administration and the leadership team will analyze teacher/PLC planning tools and student data to determine if cognitively complex tasks are being designed. Administration and support staff attend the team planning days (one full day per grade level team each 6 weeks). Individual teacher data chats are held to discuss each student's progress towards reading proficiency.

Person Responsible

Joshua Kisten

Schedule

Weekly, from 8/19/2016 to 6/2/2017

Evidence of Completion

Teacher planning tools, CARE documents, PLC minutes, student data.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

During common planning sessions, teachers will document specific resources and complex questions that meet the rigor of the standard. They will submit documents to administration who will review the lesson plans and unit plans. Administration and support staff will attend planning meetings to offer feedback about the lessons, complex questions, and activities.

Person Responsible

Joshua Kisten












Schedule

Weekly, from 8/17/2016 to 6/2/2017

Evidence of Completion

Administration will collect and analyze PLC minutes with sign-in sheets, CARE documents, and the unit plans that include complex questions written as a team to accompany text resources. These planning tools are collected on week one and three of the month for PLC minutes and week two and four for the CARE document.

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					
G1.B2.S1.MA1  M314301	Staff prepared for differentiating instruction to meet student needs and planning units of study...	Kisten, Joshua	8/10/2016	Training artifacts, agendas, and attendance sign in sheets.	8/11/2016 one-time
G1.B2.S1.A1  A307922	A schedule, agenda, and training content will be developed for delivery prior to preplanning week.	Heavner, Jan	8/10/2016	Teachers will create a curriculum map for the school year and begin to develop the first unit.	8/11/2016 one-time
G1.B2.S1.A2  A307923	Teachers will view the Learning Goals and Scales Brainshark offered by Talent Development.	Heavner, Jan	8/10/2016	Teachers unwrapped the standards and completed a graphic organizer unwrapping each standard from their first unit.	8/11/2016 one-time
G1.B3.S3.A2  A307925	Teachers meet with grade level teams to plan units of study, identify standards, choose common...	Kisten, Joshua	9/13/2016	Collect units of study with samples of questions using DOK levels 2,3,4 and samples of formative assessments.	4/28/2017 every-6-weeks
G1.B3.S3.A1  A307924	Teachers will meet with grade level teams and PLCs to unwrap standards and design lessons that meet...	Kisten, Joshua	8/16/2016	Teachers complete a CARE document/ PLC minutes to identify the standards, lessons, formative assessments, and resources.	5/31/2017 weekly
G1.MA1  M314304	Administration and the Leadership Team will analyze the planning tools and student data. The...	Kisten, Joshua	8/22/2016	BAS will be collected and analyzed at least once each quarter, Ready assessments to measure mastery of the standards will be entered on the database every 3-4 weeks, intervention assessments will be collected every 2 weeks to measure response to the intervention, and district assessments such as BSA will be analyzed after results released.	6/2/2017 monthly
G1.B2.S1.MA1  M314300	Review of teacher and student data will ensure that students are improving reading proficiency and...	Kisten, Joshua	9/6/2016	CARE documents, curriculum maps, RtI on BASIS, analysis of student data.	6/2/2017 weekly
G1.B3.S3.MA1  M314302	During common planning sessions, teachers will document specific resources and complex questions...	Kisten, Joshua	8/17/2016	Administration will collect and analyze PLC minutes with sign-in sheets, CARE documents, and the unit plans that include complex questions written as a team to accompany text resources. These planning tools are collected on week one and three of the month for PLC minutes and week two and four for the CARE document.	6/2/2017 weekly
G1.B3.S3.MA1  M314303	Administration and the leadership team will analyze teacher/PLC planning tools and student data to...	Kisten, Joshua	8/19/2016	Teacher planning tools, CARE documents, PLC minutes, student data.	6/2/2017 weekly
G1.B3.S3.A3  A307926	Teachers measure level of mastery for the Florida Standards in language arts through the use of...	Heavner, Jan	9/19/2016	Student scores are entered on the school database for administration to monitor.	6/2/2017 every-3-weeks
G1.B3.S3.A4  A307927	Literacy coach and administration assist with the analysis of LAFS data to ensure that student...	Kisten, Joshua	8/22/2016	Data chat forms and RtI data on BASIS.	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 all teachers understand the rigor of the Florida Standards so that all students are provided instruction targeted to their needs then reading proficiency will increase and/or be reflected in their learning gains.

G1.B2 Ensuring that teachers are prepared to unwrap the standards and understand the intent and rigor of the standard.

G1.B2.S1 Teachers will be paid a stipend to return prior to the new school year to engage in staff development.

PD Opportunity 1

A schedule, agenda, and training content will be developed for delivery prior to preplanning week.

Facilitator

Literacy Coach and Assistant Principal

Participants

All teachers and support staff.

Schedule

On 8/11/2016

PD Opportunity 2

Teachers will view the Learning Goals and Scales Brainshark offered by Talent Development.

Facilitator

Literacy coach and assistant principal

Participants

Classroom teachers

Schedule

On 8/11/2016

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	A schedule, agenda, and training content will be developed for delivery prior to preplanning week.				\$7,691.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0901 - Cresthaven Elementary School	Title I, Part A		\$7,691.00
2	G1.B2.S1.A2	Teachers will view the Learning Goals and Scales Brainshark offered by Talent Development.				\$0.00
3	G1.B3.S3.A1	Teachers will meet with grade level teams and PLCs to unwrap standards and design lessons that meet the rigor of the standard.				\$0.00
4	G1.B3.S3.A2	Teachers meet with grade level teams to plan units of study, identify standards, choose common resources, and write cognitively complex questions to accompany text.				\$0.00
5	G1.B3.S3.A3	Teachers measure level of mastery for the Florida Standards in language arts through the use of formative assessments.				\$0.00
6	G1.B3.S3.A4	Literacy coach and administration assist with the analysis of LAFS data to ensure that student needs are effectively being met.				\$0.00
Total:						\$7,691.00