Crystal Lake Elementary School

2016-17 Schoolwide Improvement Plan

Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

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	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	D	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 Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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 Lake Elementary School

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

Crystal Lake has a Positive Behavior Support System school-wide in which the expectations and rules are taught, modeled and practiced. SOAR - Show Respect, Outstanding Character, Academic Pride and Resole Problems Peacefully

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

Teachers, parents and students receive and sign acknowledgement of the Polk County Conduct of Conduct that govern behavior expectations and rights

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.

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

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

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.

A Parent Involvement Specialist at Crystal Lake Elementary operates a Parent Involvement Center. The school guidance counselor works with students who need to confide in an adult, build relationships with at risk students, and answers questions and requests of students who have academic or emotional needs. The school psychologist works alongside with the guidance counselor and helps the students to better understand their individual needs and to resolve their problems and issues. The mental health counselor visits students with identified needs for counseling at least once a week. Teachers volunteer to stay after school and offer At-Risk Youth Mentoring with students. Americorp visits the school and tutors students based on their testing scores. South Eastern University sends college students to Crystal Lake Elementary; these college students work one-on-one with students, functioning as mentors to the students. A school mentoring program is in place for targeted students in grade 5. Staff members stay after school weekly to plan activities, lessons and field trips. Students are taught how to be responsible, respectful and mature young ladies and gentleman.

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.

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	16	25	10	17	12	7	0	0	0	0	0	0	0	87
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	5	2	2	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	0	0	0	0	0	0	0	88

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		2	5	2	5	8	7	0	0	0	0	0	0	0	29

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

Examine data with leadership team to make necessary adjustments to our instructional strategies.

Provide after-school mentoring, in school tutoring, targeted literacy and math curricula support as well as an "extended school time" known as Power Hour for differentiated ELA instruction.

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?
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/ 315864.

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.

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

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
Kim, Bryan	Principal
Perry, Swanyetta	Assistant Principal
Grooms, Rochelle	School Counselor
gambill, deanna	Paraprofessional

b. Duties

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

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

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

Title I, Part A
Title I, Part A, funds school-wide services to Crystal Lake Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

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

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

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

Nutrition Programs
Crystal Lake Elementary is part of a grant that provides free breakfast and lunch to 100% of our student population. This is based on the poverty percentage at the school. In addition, many of our students are served through weekend KidsPak meal backpack program that provides meals to our most needy students.

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

2. School Advisory Council (SAC)

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

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

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

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

b. Development of this school improvement plan

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

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

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

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

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
Perry, Swanyetta	Assistant Principal
Kim, Bryan	Assistant Principal
Skeates, Shannon	Instructional Coach
Grooms, Rochelle	School Counselor
Murdock, Lisa	Instructional Coach
lewis, mary	Other

b. Duties

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

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

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.

There is a master schedule so that teachers know when and what to plan/instruct. Teachers and staff attend weekly PLC's, Thursdays, during their planning time a minimum of once a week sometimes twice a week depending on the focus. Teachers are expected to collaboratively plan with their grade level weekly on Tuesday with the ELA or Math coach for the following week. Coaches and/or administration guide those planning sessions.
The school provides new teachers with "teacher mentors." Administration and instructional/support staff offer positive feedback , which provides for a high morale work environment.

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

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

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

The mentor(s) & mentee are paired based on grade level or content similarities. Also, teacher effectiveness is considered when selecting those to serve as mentors. The are expected to meet periodically in order to complete the following:
• Required effective focused instructional strategies.
(Authentic Literacy, Writing, & Vocabulary Instruction)
• First Year Teacher Program
(Classroom Management, Organization, Professional Development, & Teacher Evaluation Program.)
• Assist New Teachers assigned to the school with specific needs. (i.e – Curriculum concerns, supplies issues, etc.)

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.

The school incorporates district provided researched-based materials, such as Go-Math, Reading Wonders, Wonder Works, Achieve 3000, CCC Streaming, and other resources on CPALMS. These are district approved programs that support and/or are aligned to the Florida Standards. In addition, the district curriculum maps are followed to ensure appropriate pacing and teaching of the standards.

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.

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

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: Extended School Day

Minutes added to school year: 10,800

Crystal Lake will have an additional hour of reading, known as the ELA MTSS hour to improve and increase reading achievement.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

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

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

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

Strategy: After School Program
Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

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.

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

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 - Elementary School

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

N/A - Elementary School

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 - Elementary School

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.

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.   Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/school-wide culture and climate.

G2.   To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning.

G3.   To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/school-wide culture and climate. `1a`

🔑 G085005

Targets Supported `1b`

Indicator	Annual Target
Discipline incidents	145.0

Targeted Barriers to Achieving the Goal `3`

- Lack of social skills training for students

- Lack of a school-wide program for classroom management that directs teachers in all areas from conversation levels to movement and transitions.

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

- Behavior Interventionist to teach social skill and provide teachers with strategies to effectively deal with challenging students.

- CHAMPS program, district initiative to provide a school-wide structure of expectations that will support a safe and orderly environment conducive to learning.

- CHAMPS trainers include: assistant principal, behavior interventionist, school counselor, and classroom teacher.

Plan to Monitor Progress Toward G1. `8`

Discipline referral data and MTSS documentation

Person Responsible
mary lewis

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

Evidence of Completion
Graphs from the analyzed data will be collected, increase in student participation of school-wide PBIS reward celebrations.

G2. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning. 1a

🔑 G085006

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	

Targeted Barriers to Achieving the Goal 3

- Five "E" is an initiative that began last year in Math and Science for planning and instruction. Most teachers continue to need professional development, modeling, and coaching for effective implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- District regional math coach

- Newly hired school-based math coach for 2016-2017

Plan to Monitor Progress Toward G2. 8

Lesson plans along with all observations in classrooms

Person Responsible
Bryan Kim

Schedule
Weekly, from 8/29/2016 to 5/29/2017

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

Plan to Monitor Progress Toward G2. 8

IBTP data, Go Math assessments will be monitored for progress

Person Responsible
Swanyetta Perry

Schedule
Quarterly, from 8/22/2016 to 6/2/2017

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

G3. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data. `1a`

🔑 G085007

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

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

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

- District regional reading coach, school-based reading coach

Plan to Monitor Progress Toward G3. `8`

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

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Fair AP3 assessment data

Plan to Monitor Progress Toward G3. `8`

Person Responsible

Schedule

Evidence of Completion

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

🔑 G085008

Targets Supported `1b`

Indicator	Annual Target
FSA Mathematics Achievement	35.0
FSA ELA Achievement	32.0
FCAT 2.0 Science Proficiency	32.0
CELLA Writing Proficiency	75.0
ELA/Reading Gains	45.0
ELA/Reading Lowest 25% Gains	40.0

Targeted Barriers to Achieving the Goal `3`

- Lack of proper usage of collaborative planning time
- Lack of buy-in for collaborative planning for all staff
- Effective monitoring process

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

- Reading Wonders
- FAIR-FS
- Walk-through data
- District OGA's
- Wonder Works
- Literacy Power Hour - additional hour
- Reading and Math Coaches
- Reading Interventionist
- Progress Monitoring
- MTSS
- New Learning Schedules
- 120 minute Literacy Block
- PLC meetings scheduled weekly
- C-Palms
- Collaboration planning time provided within master schedule
- AmeriCorp tutors
- Mentors from Southeastern
- IBTP platform for data, reports and assessment
- Achieve 3000 computer intervention

- Smarty Ants Computer intervention

Plan to Monitor Progress Toward G4. `8`

Progress of collaborative, standard-based planning with facilitation

Person Responsible
Bryan Kim

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

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

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. Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/school-wide culture and climate. `1`

🔑 G085005

G1.B1 Lack of social skills training for students `2`

🔑 B226080

G1.B1.S1 The behavior interventionist will attend training and will share the strategies with staff and students on social skills `4`

🔑 S238493

Strategy Rationale

Many students come to our school lacking effective coping skill and social skills training to enable them to interact, deal with problems and resolve issues peacefully. This will promote the supportive environment for learning.

Action Step 1 `5`

The behavior interventionist will attend district training and return to the school to incorporate and implement through training teachers and providing social skills training for students.

Person Responsible

Schedule

Weekly, from 6/28/2016 to 6/2/2017

Evidence of Completion

Referral data as well as MTSS for behavior tracking will be monitored for effetiveness.

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

The monthly PLC calendar will be created to allow time for training of the staff.

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

Referral data, MTSS behavior and discipline tracking forms

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

Monthly discipline reports from genesis will be monitored by the behavior interventionist

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

The monthly discipline data will be used as evidence. This data will be tracked and graphed by the behavior interventionist and guidance counselor.

G1.B1.S2 The assistant principal, school counselor, classroom teacher, and behavior interventionist will attend CHAMPS training. This will be implemented into the school through training to assist in creating a supportive learning environment. 4

🔑 S238494

Strategy Rationale

This district initiative is aimed at improving the school's environment through the use of a behavior management system that enhances PBIS.

Action Step 1 5

A team will attend the district's CHAMPS training and return to train the staff

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

CHAMPS training sign in sheets

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

Walk through observations conducted by the interventionist to monitor and document CHAMPS implementation

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

Walk through notes as well as monthly referral data. MTSS meeting data for behavior

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

Effectiveness will be monitored through campus observations of classes and monitoring of ODR's. Identify targeted students using referral data (frequent flyers) for intensive small group interventions.

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

Effectiveness will be monitored through data provided at the MTSS (Tier 2 and 3) meetings behavior interventions, and referral data.

G1.B1.S3 The school counselor and behavior interventionist will revise and tweak the school-wide PBIS plan to incorporate CHAMPS and make any necessary changes based on previous year's data. `4`

🔑 S238495

Strategy Rationale

Though the previous year showed a major reduction in ODR, down by 30%, the addition of CHAMPS requires modifications. Also, frequent office visits by a small group of students reveals a need for additions changes and additions to Tier 2 or 3 MTSS interventions.

> Action Step(s) Missing for Goal #1, Barrier #1, Strategy #3
> Complete one or more action steps for this Strategy or de-select it

G1.B2 Lack of a school-wide program for classroom management that directs teachers in all areas from conversation levels to movement and transitions. `2`

🔑 B226081

G1.B2.S1 The district is implementing CHAMPS as a strategy to support the learning environment. `4`

🔑 S238496

Strategy Rationale

CHAMPS training will provide teachers needed training to learn skills when dealing with challenging students, It will be as supplement to the current PBS system.

Action Step 1 `5`

The assistant principal and the behavior interventionist will attend CHAMPS training.

Person Responsible

Swanyetta Perry

Schedule

On 6/2/2017

Evidence of Completion

PD or PLC sign in sheets will be collected

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

Through PBS celebration lists of percentages of students earning the award celebration every 9 weeks

Person Responsible

Swanyetta Perry

Schedule

Every 2 Months, from 9/30/2016 to 6/2/2017

Evidence of Completion

PBS participation sheets will be collected as evidence.

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

PBS participation and referrals lists/ data will be monitored to see if there is a positive trend in participation

Person Responsible

Rochelle Grooms

Schedule

On 6/2/2017

Evidence of Completion

Data graphs from referrals and counts of students earning participation will be collected

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

PBS participation and referrals lists/ data will be monitored to see if there is a positive trend in participation

Person Responsible

Rochelle Grooms

Schedule

On 6/2/2017

Evidence of Completion

Data graphs from referrals and counts of students earning participation will be collected

G2. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning. 1

🔑 G085006

G2.B1 Five "E" is an initiative that began last year in Math and Science for planning and instruction. Most teachers continue to need professional development, modeling, and coaching for effective implementation 2

🔑 B226082

G2.B1.S1 Dates for professional development through PLC's will be arranged with the school-based math coach. Modeling of proficient teachers will also be organized and arranged. 4

🔑 S238497

Strategy Rationale

Provide teachers with continued training. The newly hired math coach will monitor and provide support and modeling as needed to improve the fidelity of this initiative.

Action Step 1 5

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

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

Agendas , sign in sheets, calendar invites

Action Step 2 5

Lisa Murdock will model an actual 5 E lesson with teachers through PLC's

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

Sign in sheets and agenda from the PLC,

Action Step 3 5

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

Person Responsible

Bryan Kim

Schedule

On 8/15/2016

Evidence of Completion

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

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

Administration participation, agendas, sigh in sheets will be collected

Person Responsible

Swanyetta Perry

Schedule

Evidence of Completion

Professional development sign in records

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

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

Person Responsible

Bryan Kim

Schedule

On 6/2/2017

Evidence of Completion

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

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

Administration will participate in the follow-up PLC

Person Responsible

Bryan Kim

Schedule

On 12/16/2015

Evidence of Completion

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

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

Classroom walk through observations, lesson plan checks

Person Responsible

Swanyetta Perry

Schedule

Evidence of Completion

Journey records, walk through observations with feedback

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

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

Person Responsible

Swanyetta Perry

Schedule

On 10/20/2016

Evidence of Completion

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

G2.B1.S2 Math coach will assist in collaborative planning with math instructional staff to ensure standard based instruction and alignment 4

🔑 S238498

Strategy Rationale

In addition to proficiency in the 5 E model, teachers need guidance in planning to ensure instruction is aligned and test item specifications utilized where possible

Action Step 1 5

The instructional coach for Math will support collaborative planning

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/1/2016 to 5/18/2017

Evidence of Completion

Collaborative planning sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Fidelity of the collaborative planning will be monitored through observation notes from planning

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/1/2016 to 5/18/2017

Evidence of Completion

Sign in sheets again will be used to monitor fidelity of implementation of collaborative planning

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Effectiveness of collaborative planning will be revealed in classroom visits by the math coach and administration

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/5/2016 to 5/29/2017

Evidence of Completion

Classroom walk through notes and progress monitoring data (IBTP results)

G3. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data. 1

🔍 G085007

G3.B1 Lack of effective instructional strategies to impact student achievement in vocabulary and comprehension 2

🔍 B226083

G3.B1.S1 Schedule professional development sessions focused on vocabulary and comprehension 4

🔍 S238499

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Bryan Kim

Schedule

On 11/5/2015

Evidence of Completion

Sign in sheets/Agenda with PD

Action Step 3 `5`

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

Person Responsible

Swanyetta Perry

Schedule

On 11/5/2015

Evidence of Completion

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

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

PLC agenda sign in sheets

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

PLC agendas and sign in sheets

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

Lesson plans will be monitored for vocabulary strategies listed

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

Sign in sheets, observations

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

Walk through observations and lesson plans will be monitored

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

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

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

🔑 G085008

G4.B1 Lack of proper usage of collaborative planning time 2

🔑 B226084

G4.B1.S1 Provide professional development during pre-planning for all staff regarding expectations for collaborative planning. 4

🔑 S238500

Strategy Rationale

This will set the expectation from day one.

Action Step 1 5

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

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/18/2015 to 9/3/2015

Evidence of Completion

Evidence will be PD sign in sheets and artifacts from the professional development provided.

Action Step 2 5

Ensure planning is focused on the standards, aligned student tasks, weekly use of item specifications and discussions of teaching and learning to demonstrate mastery.

Person Responsible

Bryan Kim

Schedule

On 5/31/2016

Evidence of Completion

Walk through tally charts will be kept to track classrooms where standard-based instruction is pervasive. This will be done once per week at minimum.

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

Person Responsible

Schedule

Evidence of Completion

G4.B2 Lack of buy-in for collaborative planning for all staff 2
🔑 B226085

G4.B2.S1 Provide a real world application video of effective collaborative planning. 4
🔑 S238501

Strategy Rationale

To model what collaborative planning looks like.

Action Step 1 5

Teachers will be provided collaborative planning professional development.

Person Responsible

Bryan Kim

Schedule

On 8/18/2015

Evidence of Completion

PD sign in and Ticket out the Door

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

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

Person Responsible

Swanyetta Perry

Schedule

On 8/24/2015

Evidence of Completion

Lesson plans will be checked weekly. Plans will be printed and accessible.

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

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

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Administrative logs and notes.

G4.B3 Effective monitoring process [2]

🔑 B226086

G4.B3.S1 Implementation of preplanning tools for content areas. [4]

🔑 S238502

Strategy Rationale

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

Action Step 1 [5]

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

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Sign in sheets

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

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

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

Conversation logs and coaching cycle

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					
G3.MA2 M315446	[no content entered]		No Start Date		No End Date one-time
G2.B1.S1.MA1 M315431	Classroom walk through observations, lesson plan checks	Perry, Swanyetta	No Start Date	Journey records, walk through observations with feedback	No End Date one-time
G2.B1.S1.MA1 M315433	Administration participation, agendas, sigh in sheets will be collected	Perry, Swanyetta	No Start Date	Professional development sign in records	No End Date one-time
G4.B1.S1.MA1 M315447	[no content entered]		No Start Date		No End Date one-time
G4.B2.S1.A1 A308808	Teachers will be provided collaborative planning professional development.	Kim, Bryan	8/18/2015	PD sign in and Ticket out the Door	8/18/2015 one-time
G4.B2.S1.MA1 M315449	Classroom visits, lesson plans, and providing respectful, supportive feedback.	Perry, Swanyetta	8/24/2015	Lesson plans will be checked weekly. Plans will be printed and accessible.	8/24/2015 one-time
G4.B1.S1.A1 A308806	Provide explicit instruction/PD for all staff regarding what true collaborative planning looks like.	Kim, Bryan	8/18/2015	Evidence will be PD sign in sheets and artifacts from the professional development provided.	9/3/2015 weekly
G3.B1.S1.A2 A308804	Vocabulary PD will be provided through PLC's introducing multiple, grade level appropriate...	Kim, Bryan	10/15/2015	Sign in sheets/Agenda with PD	11/5/2015 one-time
G3.B1.S1.A3 A308805	Follow up with be scheduled for November, administration and the Reading Coach will do walk through...	Perry, Swanyetta	11/5/2015	Teachers will be expected to drop evidence, pictures and artifacts in One Drive after implementation of the strategies. The follow up PD will be a time for teachers to bring artifacts, share the pics or videos of implemenation	11/5/2015 one-time
G3.B1.S1.MA1 M315440	Effectiveness will be monitored through observation and participation in the professional...	Perry, Swanyetta	10/15/2015	Sign in sheets, observations	12/3/2015 monthly
G3.B1.S1.MA1 M315442	PLC agenda sign in sheets	Perry, Swanyetta	10/15/2015	PLC agendas and sign in sheets	12/3/2015 monthly
G3.B1.S1.A1 A308803	Schedule/provide professional development in the implementation of vocabulary instructional...	Perry, Swanyetta	9/15/2015	Sign in sheets that also indicates the professional development (Vocabulary Instructional Strategies)	12/3/2015 monthly
G2.B1.S1.MA4 M315435	Administration will participate in the follow-up PLC	Kim, Bryan	12/16/2015	Evidence from walk through observations as well as the artifacts/ documents brought by the staff as follow up.	12/16/2015 one-time
G3.MA1 M315445	Classroom walk through observations, both formal, informal and feedback notes	Kim, Bryan	10/26/2015	Fair AP3 assessment data	5/23/2016 weekly
G4.B1.S1.A2 A308807	Ensure planning is focused on the standards, aligned student tasks, weekly use of item...	Kim, Bryan	2/16/2016	Walk through tally charts will be kept to track classrooms where standard-based instruction is pervasive. This will be done once per week at minimum.	5/31/2016 one-time
G4.MA1 M315452	Progress of collaborative, standard-based planning with facilitation	Kim, Bryan	6/3/2016	Submitted lesson plans and walk through observations/ evaluation observations	6/3/2016 monthly
G3.B1.S1.MA5 M315441	Walk through observations and lesson plans will be monitored	Perry, Swanyetta	11/5/2015	Evidence collected will be the artifacts, the walk through feedback and FAIR data that shows improvement in vocabulary scores.	6/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA4 🔑 M315444	Walk through observations will be conducted by administration and the Reading coach to support...	Kim, Bryan	11/5/2015	Observation data and FAIR data that shows an increase in the vocabulary scores across the school.	6/3/2016 weekly
G4.B2.S1.MA1 🔑 M315448	Engage in constructive conversations including coaching, reflecting, facilitating, and directing.	Kim, Bryan	8/24/2015	Administrative logs and notes.	6/3/2016 biweekly
G4.B3.S1.MA1 🔑 M315450	Administration will provide appropriate feedback to teachers and enlist ELA coach to provide...	Perry, Swanyetta	8/24/2015	Conversation logs and coaching cycle	6/3/2016 weekly
G4.B3.S1.MA1 🔑 M315451	Administrators will facilitate the initial planning meeting and then participate in weekly...	Kim, Bryan	8/24/2015	Sign in sheets	6/3/2016 weekly
G4.B3.S1.A1 🔑 A308809	Teachers will come to planning with the pre-planning tools pre-populated.	Kim, Bryan	8/24/2015	Lesson plans will be submitted in One Drive Pre-planning tool will be submitted to the Reading Coach at collaborative planning.	6/3/2016 weekly
G3.B1.S1.MA3 🔑 M315443	Lesson plans will be monitored for vocabulary strategies listed	Perry, Swanyetta	10/15/2015	The assistant principal will monitor the weekly submitted plans for vocabulary strategies	7/1/2016 weekly
G2.B1.S1.A3 🔑 A308801	Schedule a follow up PLC for teachers to show and share 5 E model lessons implemented	Kim, Bryan	8/15/2016	Teacners will be required to bring evidence, student work, pictures and a narrative of the implemented Five E lessons	8/15/2016 one-time
G2.B1.S1.MA5 🔑 M315432	Collect the artifacts, student samples, pictures of follow-up lessons	Perry, Swanyetta	8/15/2016	Teachers will be asked to bring the artifacts, pictures or notes of the implemented lessons that will be collected as evidence of the monitoring	10/20/2016 one-time
G2.B1.S2.MA1 🔑 M315437	Fidelity of the collaborative planning will be monitored through observation notes from planning	Murdock, Lisa	9/1/2016	Sign in sheets again will be used to monitor fidelity of implementation of collaborative planning	5/18/2017 weekly
G2.B1.S2.A1 🔑 A308802	The instructional coach for Math will support collaborative planning	Murdock, Lisa	9/1/2016	Collaborative planning sign in sheets	5/18/2017 weekly
G2.MA1 🔑 M315438	Lesson plans along with all observations in classrooms	Kim, Bryan	8/29/2016	Walk through notes, feedback and assessment data on IBTP in Math and Science	5/29/2017 weekly
G2.B1.S2.MA1 🔑 M315436	Effectiveness of collaborative planning will be revealed in classroom visits by the math coach and...	Murdock, Lisa	9/5/2016	Classroom walk through notes and progress monitoring data (IBTP results)	5/29/2017 weekly
G1.MA1 🔑 M315430	Discipline referral data and MTSS documentation	lewis, mary	8/8/2016	Graphs from the analyzed data will be collected, increase in student participation of school-wide PBIS reward celebrations.	6/2/2017 monthly
G2.MA2 🔑 M315439	IBTP data, Go Math assessments will be monitored for progress	Perry, Swanyetta	8/22/2016	IBTP test data, Go Math results from the scheduled monthly data chats will be collected and reviewed for progress in Math due to implementation of the Five E professional development	6/2/2017 quarterly
G1.B1.S1.MA1 🔑 M315423	Monthly discipline reports from genesis will be monitored by the behavior interventionist	lewis, mary	8/8/2016	The monthly discipline data will be used as evidence. This data will be tracked and graphed by the behavior interventionist and guidance counselor.	6/2/2017 monthly
G1.B1.S1.MA1 🔑 M315424	The monthly PLC calendar will be created to allow time for training of the staff.	lewis, mary	8/8/2016	Referral data, MTSS behavior and discipline tracking forms	6/2/2017 monthly
G1.B1.S1.A1 🔑 A308796	The behavior interventionist will attend district training and return to the school to incorporate...		6/28/2016	Referral data as well as MTSS for behavior tracking will be monitored for effetiveness.	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1 M315427	PBS participation and referrals lists/ data will be monitored to see if there is a positive trend...	Grooms, Rochelle	9/30/2016	Data graphs from referrals and counts of students earning participation will be collected	6/2/2017 one-time
G1.B2.S1.MA1 M315428	PBS participation and referrals lists/ data will be monitored to see if there is a positive trend...	Grooms, Rochelle	9/30/2016	Data graphs from referrals and counts of students earning participation will be collected	6/2/2017 one-time
G1.B2.S1.MA1 M315429	Through PBS celebration lists of percentages of students earning the award celebration every 9 weeks	Perry, Swanyetta	9/30/2016	PBS participation sheets will be collected as evidence.	6/2/2017 every-2-months
G1.B2.S1.A1 A308798	The assistant principal and the behavior interventionist will attend CHAMPS training.	Perry, Swanyetta	6/27/2016	PD or PLC sign in sheets will be collected	6/2/2017 one-time
G2.B1.S1.MA3 M315434	Administration will participate in the PLC and monitor the content that teachers should be...	Kim, Bryan	8/22/2016	The sign in records and the agenda will be evidence of the PD provided.	6/2/2017 one-time
G2.B1.S1.A1 A308799	Arrange professional development sessions utilizing the five "E" model of planning and instruction.	Perry, Swanyetta	8/8/2016	Agendas , sign in sheets, calendar invites	6/2/2017 monthly
G2.B1.S1.A2 A308800	Lisa Murdock will model an actual 5 E lesson with teachers through PLC's	Perry, Swanyetta	8/8/2016	Sign in sheets and agenda from the PLC,	6/2/2017 monthly
G1.B1.S2.MA1 M315425	Effectiveness will be monitored through campus observations of classes and monitoring of ODR's....	lewis, mary	8/15/2016	Effectiveness will be monitored through data provided at the MTSS (Tier 2 and 3) meetings behavior interventions, and referral data.	6/2/2017 weekly
G1.B1.S2.MA1 M315426	Walk through observations conducted by the interventionist to monitor and document CHAMPS...	lewis, mary	8/15/2016	Walk through notes as well as monthly referral data. MTSS meeting data for behavior	6/2/2017 weekly
G1.B1.S2.A1 A308797	A team will attend the district's CHAMPS training and return to train the staff	Perry, Swanyetta	8/8/2016	CHAMPS training sign in sheets	6/2/2017 monthly

V. Professional Development Opportunities

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

G2. To provide professional development on the five "E" model for planning in the area of Math and Science to improve instructional practices that allows student to problem solve, think critically and explain their reasoning.

G2.B1 Five "E" is an initiative that began last year in Math and Science for planning and instruction. Most teachers continue to need professional development, modeling, and coaching for effective implementation

G2.B1.S1 Dates for professional development through PLC's will be arranged with the school-based math coach. Modeling of proficient teachers will also be organized and arranged.

PD Opportunity 1

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

Facilitator

Lisa Murdock, school-based Math coach

Participants

Classroom teachers

Schedule

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

G3. To provide data based professional development based on school-wide deficiencies as revealed in the FAIR data.

G3.B1 Lack of effective instructional strategies to impact student achievement in vocabulary and comprehension

G3.B1.S1 Schedule professional development sessions focused on vocabulary and comprehension

PD Opportunity 1

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

Facilitator

Marcia Halpin, Lea Gomez

Participants

classroom teachers

Schedule

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

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

G4.B2 Lack of buy-in for collaborative planning for all staff

G4.B2.S1 Provide a real world application video of effective collaborative planning.

PD Opportunity 1

Teachers will be provided collaborative planning professional development.

Facilitator

Bryan Kim

Participants

All teachers

Schedule

On 8/18/2015

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	The behavior interventionist will attend district training and return to the school to incorporate and implement through training teachers and providing social skills training for students.	$0.00
2	G1.B1.S2.A1	A team will attend the district's CHAMPS training and return to train the staff	$0.00
3	G1.B2.S1.A1	The assistant principal and the behavior interventionist will attend CHAMPS training.	$0.00
4	G2.B1.S1.A1	Arrange professional development sessions utilizing the five "E" model of planning and instruction.	$0.00
5	G2.B1.S1.A2	Lisa Murdock will model an actual 5 E lesson with teachers through PLC's	$0.00
6	G2.B1.S1.A3	Schedule a follow up PLC for teachers to show and share 5 E model lessons implemented	$0.00
7	G2.B1.S2.A1	The instructional coach for Math will support collaborative planning	$0.00
8	G3.B1.S1.A1	Schedule/provide professional development in the implementation of vocabulary instructional strategies.	$0.00
9	G3.B1.S1.A2	Vocabulary PD will be provided through PLC's introducing multiple, grade level appropriate strategies to teach vocabulary	$0.00
10	G3.B1.S1.A3	Follow up with be scheduled for November, administration and the Reading Coach will do walk through observations to monitor vocabulary instruction	$0.00
11	G4.B1.S1.A1	Provide explicit instruction/PD for all staff regarding what true collaborative planning looks like.	$0.00
12	G4.B1.S1.A2	Ensure planning is focused on the standards, aligned student tasks, weekly use of item specifications and discussions of teaching and learning to demonstrate mastery.	$0.00
13	G4.B2.S1.A1	Teachers will be provided collaborative planning professional development.	$0.00
14	G4.B3.S1.A1	Teachers will come to planning with the pre-planning tools pre-populated.	$0.00
		Total:	$0.00