

Duval County Public Schools

Crystal Springs Elementary School



2016-17 Schoolwide Improvement Plan

Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

<http://www.duvalschools.org/cse>

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	58%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	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 was approved by the Duval County School Board on 11/1/2016.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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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 Crystal Springs Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

To provide educational excellence in every school, in every classroom, for every student, every day.

b. Provide the school's vision statement.

Every student is inspired and prepared for success in college or a career, and life.

2. School Environment

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

At Crystal Springs, we learn about our students' cultures and build relationships between teachers and students through our School-Wide-Positive Behavior Support System plan. The SWPBSS plan prioritizes building relationships with students and shaping students' behavior. Additionally, Crystal Springs Elementary hosts an orientation (Meet and Greet) for students, teachers, and parents the week before school starts and an Open House both of which facilitate building relationships with students and their families. Strategies and information are shared with families and community members through the school parent liaison, monthly newsletters, SAC meetings, parent-teacher conferences, and Open House sessions. Additional information about special school events during the school year is delivered to parents through the PTA. Translators are available daily to provide families with needed multi-lingual support for information regarding student progress and school functions.

At all grade levels our students work to master grade level standards. The curriculum is planned with students' cultures and interests in mind. TO further enhance student-teacher relationships, students are also instructed in small groups weekly or more frequently. For all students, feeling successful with learning creates a positive sense of self-worth and helps build relationships. Our teachers help students set immediate and realistic goals and help them establish a clear plan for achieving them. Classroom teachers, administrators and support staff provide ongoing positive support to ensure students make progress toward their goals and strengthen students' interpersonal skills while doing so.

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

At Crystal Springs, the SWPBSS is implemented to create an environment where students feel safe and respected. This includes, but is not limited to, school-wide expectations for morning arrival, smooth transitions during the day, at lunch, and also during afternoon dismissal as determined by the Foundations Committee. It is the school-wide expectation that teachers establish clear rituals and routines through the CHAMPS framework that are consistently enforced. Teachers set the expectation for and explicitly teach students how to interact positively with each other in order to build strong relationships with their peers and to develop social skills. Teachers and staff receive on-going support with setting, monitoring and reinforcing expectations. Faculty and staff at Crystal Springs take a proactive and preventative approach with student behavior in order to ensure students feel safe and respected. The school safety team is responsible for creating a school-wide safety plan that contains detailed policies and procedures which provide guidance and support in the event of an emergency. We conduct frequent practice drills (fire, weather, evacuation) throughout the school year.

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.

THE SWPBSS utilizes CHAMPS, a proactive and positive approach to classroom management, in grades PK - 5 to keep students engaged during instruction. The plan informs students of the expectations during specific classroom activities and transitions. Students are directed on Conversation level, how to get Help from the teacher or peers, the current Activity, Movement allowed, and proper Participation in the activity at hand, which will lead to Success in the classroom. Teachers receive on-going training and support from administrators and in professional development sessions to ensure consistent consequences are implemented. Additionally, teacher and staff receive on-going training in specific corrective actions and how to deliver corrective actions in a private, calm way.

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.

Crystal Springs utilizes the curriculum, Second Steps, to teach social skills. Each unit has grade-level appropriate lessons that address empathy and communication, emotional and anger management, social problem solving, and bullying prevention. We also recognize a monthly Character Education trait among our students. Small group and individual counseling is provided by the School Counselor for students who require additional assistance and reinforcement of the lessons. Classroom teachers also work with parents and administrators to develop behavior contracts and behavior plans. Students who are in need of further assistance are referred to agencies through parent conferences and the MRT process.

Professional Development training is carried out to update teachers and staff on policies and procedures for reporting all manner of incidents/needs pertaining to the health and safety of all students. For each grade-level, Child Safety Matters (CSM) will be facilitated by the School Counselor. CSM is a program that encourages students to tell safe adults about unsafe situations or events they experience.

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	47	29	38	28	31	27	0	0	0	0	0	0	0	200
One or more suspensions	0	1	0	1	4	3	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	5	5	4	1	0	0	0	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	49	88	99	0	0	0	0	0	0	0	236

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	14	23	18	0	0	0	0	0	0	0	55

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

Students that have been identified as having an academic need are provided with small group instruction and students identified as needing tier 3 intervention receive an additional 30 minutes of instruction 4 days per week and may receive instruction from the Reading Interventionist. Additionally, students receive in-class support from para-professionals, district specialist(s), VE teachers and the ESE lead teacher. The Reading and Math Coaches also work with small groups of students. Teachers implement differentiated instructional strategies with students based on their classroom and standardized test data. On-going progress monitoring is used to determine whether to maintain or adjust strategies and interventions every 4-6 weeks. Before and after-school tutoring occurs from quarter 2 through early quarter 4.

For suspensions, students progress through the restorative justice process, receive counseling from our guidance counselors, and receive positive behavior management strategies.

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/312822>.

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.

As a business and entrepreneurship magnet school, we are especially interested in business support. We begin the process by locating potential business partners , with a particular focus on large businesses (Cracker Barrel, Publix, Winn-Dixie, etc.) along with a few smaller business (Rotary Club, dentist offices, karate studios, faith-based organizations, etc.). When we approach the business we find out whether or not they would be interested in an educational partnership; if so we discuss how the partnership will benefit the business and secure contributions (people and time for tutoring, money, goods and services for school events such as Parent Nights, etc.). As the business and entrepreneur magnet, we also invite them to participate in our Career Days. We maintain these partnerships by saying thank you often, providing opportunities for advertising, and maintaining open lines for two-way communication.

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
Russ, Lashawn	Principal
Tomlinson, Kimberly	Instructional Coach
Sobol , Jennine	Assistant Principal
Foley, Patricia-Cameron	Assistant Principal
Boucher, Melissa	Instructional Coach

b. Duties

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

The School Leadership Team collaborates with faculty and staff to ensure all stakeholders share a common vision. The Leadership Team assists the MTSS/Rtl team with the generation and implementation of strategies for tier two and three support, facilitates professional development based on the needs of the faculty and staff, engages in shared decision making with the SDM Team, and communicates in a variety of ways with parents and other key stakeholders.

Furthermore, the team will help develop, lead, and evaluate instructional practices/strategies in all areas as well as provide on-going feedback and coaching to enhance instruction and improve student performance.

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 team members work collaboratively with content-area teachers to target specific areas of strength and opportunities for growth as evidenced by results on FSA Math and ELA, FCAT Science, Duval Reads and Math, i-Ready, Achieve3000, DAR, and other formative assessments. Using data these varied sources, the team determines optimal placement of support personnel, teacher and staff development needs; as well as specific targets for personal (IPDP) and collective growth (SIP) to establish and meet or exceed student academic and behavioral goals.

The team also works to identify and analyze existing researched-based instructional practices, strategies, and intervention approaches, and to identify systematic patterns of student need while working with district personnel to identify other evidence-based instructional and intervention practices/strategies. The team assists with whole-school screening practices to identify students needing tier two or three intervention services.

Furthermore, the team also assists in the design and implementation of progress monitoring, data collection and analysis, the design and delivery of professional development support for the implementation of Tiers 2-3 intervention plans.

Once the team has and analyzes the information gathered from the multiple data points, they determine methodologies for coordinating and supplementing funding, services, and programs. The team members meet weekly to engage in on-going dialogue and problem-solving as needed to ensure they are utilizing the resources available for the highest impact on student achievement.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Parent
Paul Scott	Business/Community
Lashawn Russ-Porterfield	Principal
Julia Ross	Teacher
Amanda Ashley	Parent
Sonya Williams	Business/Community
Michael Williams	Education Support Employee
Shamar Johnson	Teacher
Susan Bird	Parent
Brandon Mack	Business/Community
Jean Diaz	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

The SAC team reviews, discusses, and provides feedback on last year's School Improvement Plan. During that time, we will discuss what worked, what did not, and why. SAC members are encouraged to provide recommendations for the current school year.

b. Development of this school improvement plan

SAC reviews and the discusses the plan. The SAC members are encouraged to ask questions and provide feedback. SAC members are asked for input in the area for parental involvement, attendance and discipline.

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

SAC reviews and discuss the school's annual budget and plan. The SAC members are encouraged to ask questions, provide feedback, and provide suggestions regarding the allocation of funds. From there, the final school budget and plan are created and the SAC team votes to approve.

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

N/A

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
Rothrock, Jennifer	Teacher, K-12
Bennett, Alison	Teacher, K-12
Crawford, Desiree	Teacher, K-12
Herrera, Elizabeth	Teacher, K-12
Demery, Rachael	Teacher, K-12
Alston, Clinton	Teacher, K-12
Christopher, Tiffany	Teacher, K-12
Guenther, Tracie	Teacher, K-12
Adler, Victoria	Teacher, K-12
Nixon, Brenda	Teacher, K-12
Beasley, Julie	Teacher, K-12

b. Duties

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

All K-5 Literacy classrooms provide high quality, rigorous instruction centered around the Four Pillars of Excellent Instruction (student engagement, student understanding, rigor, and student ownership) and implement instruction using a gradual release of responsibility utilizing a variety of resources including Duval Reads, Saxon, LLI, Barton, Dar-TTS, iReady Reading and Achieve3000. An additional strategy to ensure adequate student understanding is essential question at the beginning of each lesson which is revisited during the closing. The Literacy Team meets monthly to ensure school-wide reading initiatives are progressing and to examine data to determine areas of support needed in literacy. The literacy team ensures teachers have access or knowledge about research-based resources for differentiated instruction in reading and writing. The Literacy Team hosts an annual literacy night to further engage students and parents with reading and writing.

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 are strongly encouraged to attend weekly common planning sessions to remain up to date on all programs and school related topics. Wonderful ideas are shared and time given to express concerns and remedies on issues that affect our school, our teachers, and our students, which creates strong positive working relationships. These sessions are also used as the primary vehicle for teachers' on-going professional development, which is a must for effective teaching. Our planning sessions are filled

with pertinent information designed to make the most of one's time. Our school can boast 100% participation in these planning sessions. A large portion of a teacher's knowledge comes from sharing information with those they spend time with, so as much time as possible is given to teachers in the form of celebrations, planned luncheons, and other fun activities.

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

1. Partner new teachers with seasoned staff in core content areas.
2. MINT coordinator (a teacher on staff who has been trained) meets with MINT (Mentoring and Induction for Novice Teachers) teachers to complete portfolios.
3. Monthly professional development with our Crystal Springs Elementary personnel.
4. Weekly participation within grade level team planning communities to organize instruction and analyze student portfolio work. Grade Level teams group students according to assessment data and tier instruction to tailor academic approaches.
5. Participation in content focused Professional Learning Communities (PLC) to plan instruction and analyze student work.
6. Bi-weekly professional development trainings at Early Release Day meetings.
7. Implementation of a professional learning groups: small 3-6 person PLC groups will meet with math and reading instructional coaches to discuss data, next steps, MTSS strategies and/or observe peers to improve instructional practices.
8. Mentor observation cycles in which the new teachers receive formative feedback and targeted coaching.
9. New teacher observations of model teachers with a focus on identifying challenges and Educator Accomplished Practices.

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

The MINT program guidelines will serve as the framework for which mentoring and specific professional development is given to meet the specific needs of each mentee. The school-based support team consist of an administrator, MINT coordinator, mentor teacher, and academic coach.

Based on the level of proficiency that each mentee demonstrates within the 6 Educator Accomplished Practices, their needs will be identified and the mentor teachers will provide support and guidance through; modeling, Early Dismissal day trainings, and classroom observations/feedback by their mentor/partner.

In addition to CET training, mentors must have an effective or highly effective rating on the previous year's performance evaluation. Other variables may include:

- subject/ grade-level
- certification
- disposition/ interpersonal skills
- level of expertise/ area of need

The teacher/partner will meet with the highly qualified veteran teacher who has achieved successive gains through his/her years of instruction biweekly to discuss evidence-based strategies for each curricular domain. The mentor is given release time to observe the mentee.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our district ensures that purchased materials and programs align to Florida's standards. Our school sets up, administers, and organizes these programs (Duval Math, Duval Reads, and Saxon Phonics K-2) based on our district's curriculum guides. Teachers then organize their lessons to cover all standards that are tested in each nine week period. All standards are taught before students take the Florida Standards Assessment, iReady diagnostic (Reading and Math), and the Florida Comprehensive Assessment Test (Science) in the Spring.

b. Instructional Strategies

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

Our school uses many forms of data (State Assessments, Quarterly Curriculum Guide Assessments, iReady Reading and Math Diagnostics, Achieve 3000 Lexile Scores, teacher-created assessments, etc.). Reflection of this data provides teachers with strengths, weaknesses, and possible trends of students which, in turn drives classroom instruction. Once data is analyzed, small groups are formed. Re-teaching and enrichment activities assigned. Instruction for students lacking proficiency can be modified through one-on-one instruction, small groups, center activities, peer teaching, homework, technology, games and tutoring. Instruction for advanced level students can be modified through enrichment activities, special projects, technology, and games.

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

Strategy: After School Program

Minutes added to school year: 2,220

Students are selected based on classroom assessment for remediation in the CSE before/after school tutoring program. The selected students in grades 3-5 may attend four times per week for support in the core subjects of math and reading. Each session will be 60 minutes long.

Strategy Rationale

Through after-school programs we are able to provide even more extensive remediation for those students in greatest need in an effort to close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction

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

Bi-weekly mini-assessments based on the standard or benchmark being remediated are given and analyzed.

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.

To help prepare Crystal Springs Elementary students for Kindergarten, all students and their parents are invited to an informal "Meet and Greet" orientation session during pre-planning. This experience provides families and Kindergarten students an opportunity to visit the school and develop initial relationships with their teachers. Teachers are encouraged to have additional contact with parents during the first four weeks of school to build the parent-teacher partnership. Within the first 45 days of enrollment, Kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's development in emergent literacy. This data is used to provide instructional support early in the child's schooling experience to create an atmosphere of success. Later, students are assessed on their progress toward the standards in reading and mathematics using the curriculum assessments, DAR, iReady Reading diagnostic and progress monitoring assessments, and the iReady Math diagnostic and progress monitoring assessments. The results from these assessments are used to provide differentiated instruction and tier two and three interventions.

Students coming in to Crystal Springs Elementary from private school, home-school, or out of district/state are readily welcomed. Every effort is made to obtain previous student records from the other school(s). This information enables teachers to know new students' strengths and deficits, any ongoing programs, and support needed.

Crystal Springs also helps 5th graders transition to middle school. The final 4-6 weeks has a "step up/transition to 6th grade" program built into the curriculum. Crystal Springs has a field trip for all 5th graders to visit our neighborhood middle school, Joseph Stilwell Middle School. This middle school tour helps to acclimate our students to expectations in middle school.

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.

Crystal Springs elementary is a magnet school with a focus on business and entrepreneurship. Four times during the school year, community members are invited to school to share with students various aspects of their careers during our Career Day(s). This focus exposes students early in their educational careers to the ideas of goal setting, the world of work, higher education, and choosing a profession.

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

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

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. 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 professional learning communities are implemented and are structured to promote purposeful planning including standards and data analysis, small group instruction, higher-order questioning and written application of skills taught, then student achievement will increase in all academic areas.
- G2.** If we increase and vary the types of communication between Crystal Springs Elementary and families and community stakeholders, then an effective partnership will develop that consists of active engagement in the development of the whole child.

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 professional learning communities are implemented and are structured to promote purposeful planning including standards and data analysis, small group instruction, higher-order questioning and written application of skills taught, then student achievement will increase in all academic areas. 1a

G086464

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0
FSA Mathematics Achievement	64.0
FSA ELA Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher's knowledge of how to use the Duval Reads/Math curriculum to teach the standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Onsite professional development including weekly common planning sessions facilitated by Assistant Principals and Academic Coaches and bi-monthly district-led virtual trainings. We also use push-in support from an ESOL paraprofessional and district specialist, VE teachers and paras, district science specialist, as well as Reading Interventionists.

Plan to Monitor Progress Toward G1. 8

Item spec and content map analysis.

Person Responsible

Melissa Boucher

Schedule

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

Evidence of Completion

Notations and reflections on Item Specs and Content Maps. Notes from Common Planning meetings as well as sign-in sheets. Implementation on analysis in classroom.

G2. If we increase and vary the types of communication between Crystal Springs Elementary and families and community stakeholders, then an effective partnership will develop that consists of active engagement in the development of the whole child. 1a

G086465

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	50.0

Targeted Barriers to Achieving the Goal 3

- Low turnout at school-sponsored events due to inadequate communication between school and home.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School website, OneView portal, e-blasts (email notices), printed flyers, phone blasts, Remind app (text blasts)

Plan to Monitor Progress Toward G2. 8

Attendance at school-sponsored events can be tracked either by having parents sign-in on a sheet when entering the event or by having an administrator visually take a head count of the total number of people in attendance at an event.

Person Responsible

Jennine Sobol

Schedule

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

Evidence of Completion

The increased communication between home and school will hopefully increase the parental involvement and participation at school-sponsored events. The evidence will be numbers for 2016-2017 that have increased over the numbers of parents attending events in the 2015-2016 school year.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. If professional learning communities are implemented and are structured to promote purposeful planning including standards and data analysis, small group instruction, higher-order questioning and written application of skills taught, then student achievement will increase in all academic areas. **1**

 **G086464**

G1.B1 Lack of teacher's knowledge of how to use the Duval Reads/Math curriculum to teach the standards.

2

 **B229762**

G1.B1.S1 Assistant Principals and Academic Coaches will facilitate weekly Common Planning sessions for all teachers which target analyzing the lessons in order to implement them in a cohesive manner. **4**

 **S242405**

Strategy Rationale

Teachers need to be very familiar with the Duval Reads/Math curriculum in order to understand the connection between the lessons and the standards.

Action Step 1 **5**

Teachers will be instructed in lesson analysis in order to understand learning outcomes.

Person Responsible

Patricia-Cameron Foley

Schedule

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

Evidence of Completion

Lesson plans and walkthroughs

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

Evidence of lesson planning

Person Responsible

Lashawn Russ

Schedule

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

Evidence of Completion

Notations and reflections in curriculum guide/teacher manuals. Next steps in "green folder".

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

Student achievement as evidenced by successful student outcomes on assessments

Person Responsible

Lashawn Russ

Schedule

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

Evidence of Completion

Assessment data.

G1.B1.S2 Assistant Principals and Academic Coaches will facilitate weekly Common Planning sessions for all teachers which target in-depth analysis of MAFS, LAFS, and NGSSS. 4

S242406

Strategy Rationale

Developing teacher understanding of the standards will enable teachers to fully implement effective instruction to students with fidelity.

Action Step 1 5

Facilitate teacher analysis of item specs as they pertain to curriculum and assessments to ensure alignment between instruction and assessment.

Person Responsible

Jennine Sobol

Schedule

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

Evidence of Completion

Instructional delivery and assessment data.

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

Having teachers sign in for common planning. Fidelity to lesson plan implementation.

Person Responsible

Melissa Boucher

Schedule

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

Evidence of Completion

Common planning notes and sign-in sheets.

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

Walkthroughs with a focus on fidelity to the lesson plan and curriculum implementation.

Person Responsible

Lashawn Russ

Schedule

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

Evidence of Completion

Walkthrough logs from administrators and coaches.

G2. If we increase and vary the types of communication between Crystal Springs Elementary and families and community stakeholders, then an effective partnership will develop that consists of active engagement in the development of the whole child. 1

G086465

G2.B1 Low turnout at school-sponsored events due to inadequate communication between school and home. 2

B229763

G2.B1.S1 Crystal Springs Elementary school will regularly update our DCPS school website and OneView portal. CSE will also use parent email addresses to send e-blasts- notices via email- on a regular basis. 4

S242407

Strategy Rationale

Emails and website/OneView information can be reached via computer and via smartphone at any time of day or night.

Action Step 1 5

Create and maintain CSE website and OneView portal with up-to-date information. Create a system for sending e-mail blasts (mass email) to parents.

Person Responsible

Jennine Sobol

Schedule

On 6/2/2017

Evidence of Completion

Parents will receive emails regarding upcoming activities and events

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

All email addresses from Open House sign-in sheets will be entered into Microsoft Outlook to create one contact group. The purpose of this group will be to notify parents of upcoming Crystal Springs Elementary events.

Person Responsible

Jennine Sobol

Schedule

On 6/2/2017

Evidence of Completion

An email contact group will exist in Microsoft Outlook. This group will be updated as often as necessary to keep the contact information current.

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

Administration can periodically spot check by asking parents that attend an event how they found out about the activity to see if email notification is working.

Person Responsible

Jennine Sobol


Schedule

Every 2 Months, from 8/15/2016 to 6/2/2017

Evidence of Completion

If parents state that they are receiving emails and communication has improved, then the email blasts will prove to be successful.

G2.B1.S2 Crystal Springs Elementary will send home flyers, as well as use the Remind app (texts) and phone blasts (calls). 4

 S242408

Strategy Rationale

Some parents do not have internet at home or a smart phone; these parents can receive the paper notice that is sent home. Parents with a more simple phone can still receive the phone blasts and text messages from the principal.

Action Step 1 5

Front office staff and admin will make flyers to be sent home with students about school events. The principal will use the Remind app to send parents texts. The phone blast (mass phone call) system can be used to inform parents of events as well.

Person Responsible

Lashawn Russ

Schedule

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

Evidence of Completion

Evidence will be flyers and parent confirmation of receiving texts/phone calls.

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

One flyer from each set of flyers sent home will be kept in a notebook in the front office.

Person Responsible

Jennine Sobol

Schedule

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

Evidence of Completion

. Notebook with all flyers. This can be referenced to make sure events are being communicated with parents in a timely manner, and as a way to double check that all details were put into flyer.

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

Remind app used by principal to send texts to parents can be monitored by spot-checking- asking parents who come into front office if they got the text that went out last night/last week, etc. Phone blasts can be spot-checked in the same manner- by asking a few parents if they received the phone call about the event.

Person Responsible

Lashawn Russ

Schedule

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

Evidence of Completion

Administrators- Russ-Porterfield, Sobol, and Garman-- will monitor for effectiveness.

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

One View portal and Crystal Springs website will be monitored for effectiveness on a regular basis.

Person Responsible

Patricia-Cameron Foley

Schedule

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


Evidence of Completion

Administrators- Russ-Porterfield, Sobol, and Garman-- will monitor for effectiveness.

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.MA1 M324025	Item spec and content map analysis.	Boucher, Melissa	8/15/2016	Notations and reflections on Item Specs and Content Maps. Notes from Common Planning meetings as well as sign-in sheets. Implementation on analysis in classroom.	6/2/2017 weekly
G2.MA1 M324031	Attendance at school-sponsored events can be tracked either by having parents sign-in on a sheet...	Sobol , Jennine	8/15/2016	The increased communication between home and school will hopefully increase the parental involvement and participation at school-sponsored events. The evidence will be numbers for 2016-2017 that have increased over the numbers of parents attending events in the 2015-2016 school year.	6/2/2017 monthly
G1.B1.S1.MA1 M324021	Student achievement as evidenced by successful student outcomes on assessments	Russ, Lashawn	8/15/2016	Assessment data.	6/2/2017 weekly
G1.B1.S1.MA1 M324022	Evidence of lesson planning	Russ, Lashawn	8/15/2016	Notations and reflections in curriculum guide/teacher manuals. Next steps in "green folder".	6/2/2017 monthly
G1.B1.S1.A1 A313739	Teachers will be instructed in lesson analysis in order to understand learning outcomes.	Foley, Patricia-Cameron	8/15/2016	Lesson plans and walkthroughs	6/2/2017 monthly
G2.B1.S1.MA1 M324026	Administration can periodically spot check by asking parents that attend an event how they found...	Sobol , Jennine	8/15/2016	If parents state that they are receiving emails and communication has improved, then the email blasts will prove to be successful.	6/2/2017 every-2-months
G2.B1.S1.MA1 M324027	All email addresses from Open House sign-in sheets will be entered into Microsoft Outlook to create...	Sobol , Jennine	8/15/2016	An email contact group will exist in Microsoft Outlook. This group will be updated as often as necessary to keep the contact information current.	6/2/2017 one-time
G2.B1.S1.A1 A313741	Create and maintain CSE website and OneView portal with up-to-date information. Create a system for...	Sobol , Jennine	8/15/2016	Parents will receive emails regarding upcoming activities and events	6/2/2017 one-time
G1.B1.S2.MA1 M324023	Walkthroughs with a focus on fidelity to the lesson plan and curriculum implementation.	Russ, Lashawn	8/22/2016	Walkthrough logs from administrators and coaches.	6/2/2017 weekly
G1.B1.S2.MA1 M324024	Having teachers sign in for common planning. Fidelity to lesson plan implementation.	Boucher, Melissa	8/15/2016	Common planning notes and sign-in sheets.	6/2/2017 weekly
G1.B1.S2.A1 A313740	Facilitate teacher analysis of item specs as they pertain to curriculum and assessments to ensure...	Sobol , Jennine	8/15/2016	Instructional delivery and assessment data.	6/2/2017 weekly
G2.B1.S2.MA1 M324028	Remind app used by principal to send texts to parents can be monitored by spot-checking- asking...	Russ, Lashawn	8/15/2016	Administrators- Russ-Porterfield, Sobol, and Garman-- will monitor for effectiveness.	6/2/2017 monthly
G2.B1.S2.MA1 M324029	One View portal and Crystal Springs website will be monitored for effectiveness on a regular basis.	Foley, Patricia-Cameron	8/15/2016	Administrators- Russ-Porterfield, Sobol, and Garman-- will monitor for effectiveness.	6/2/2017 monthly
G2.B1.S2.MA1 M324030	One flyer from each set of flyers sent home will be kept in a notebook in the front office.	Sobol , Jennine	8/15/2016	. Notebook with all flyers. This can be referenced to make sure events are being communicated with parents in a timely manner, and as a way to double check that all details were put into flyer.	6/2/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A1  A313742	Front office staff and admin will make flyers to be sent home with students about school events....	Russ, Lashawn	8/15/2016	Evidence will be flyers and parent confirmation of receiving texts/phone calls.	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 professional learning communities are implemented and are structured to promote purposeful planning including standards and data analysis, small group instruction, higher-order questioning and written application of skills taught, then student achievement will increase in all academic areas.

G1.B1 Lack of teacher's knowledge of how to use the Duval Reads/Math curriculum to teach the standards.

G1.B1.S1 Assistant Principals and Academic Coaches will facilitate weekly Common Planning sessions for all teachers which target analyzing the lessons in order to implement them in a cohesive manner.

PD Opportunity 1

Teachers will be instructed in lesson analysis in order to understand learning outcomes.

Facilitator

Garman, Sobol, Boucher

Participants

All faculty

Schedule

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

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will be instructed in lesson analysis in order to understand learning outcomes.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	140-Substitute Teachers	2261 - Crystal Springs Elem. School	General Fund		\$0.00
			Notes: Substitutes will be provided for teacher coverage during i-Ready and Achieve 3000 training..			
2	G1.B1.S2.A1	Facilitate teacher analysis of item specs as they pertain to curriculum and assessments to ensure alignment between instruction and assessment.				\$0.00
3	G2.B1.S1.A1	Create and maintain CSE website and OneView portal with up-to-date information. Create a system for sending e-mail blasts (mass email) to parents.				\$0.00
4	G2.B1.S2.A1	Front office staff and admin will make flyers to be sent home with students about school events. The principal will use the Remind app to send parents texts. The phone blast (mass phone call) system can be used to inform parents of events as well.				\$0.00
Total:						\$0.00