

Crystal Lakes Elementary School



2017-18 Schoolwide Improvement Plan

Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

<https://cyle.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	54%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	A

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/1/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Crystal Lakes Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are immersed in rigorous tasks encompassing the full intent of the standards.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

We believe that relationship-building is a clear priority. The school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) are involved in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). On-campus "relationship experts" implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. All staff begin with the "Ten Day Plan". The first ten days can be very important for establishing the tone for the entire school community. This is when we begin to build a community rather than just individual classrooms. This common ground unites us in our effort to achieve our goal. This plan will assist with the development of expected social skills, build character, as well as help us continue to meet the needs of students. We introduce the "Bobcat Way"- the school-wide positive behavior support system (Sw-PBS) that teaches the children our expectations while focusing on the 6 pillars of Character education.

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

Empowered and supported through high expectations to be college and career ready: Students

consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Universal Guidelines and our behavior matrix are taught at the beginning of the year and reviewed after each vacation and/or as needed to ensure students are aware of school expectations.

Our teachers are trained in Classroom management strategies (CHAMPS, etc.) This year, we are introducing Sanford Harmony, a program revolving around strategies teaching children how to be nice to each other and how to make the environment more positive and conducive to learning.

Our Sw-PBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Day five of our 10 day plan focuses on community building and guidelines against bullying.

Resources for websites and activities are used to help review ways to stay bully free. We teach the "I Care" language, Conflict Resolution, and Fighting Fair. The students complete activities and role play different scenarios acting out, "What would you do next?"

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness. • All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school

All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities

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.

Single School Culture and appreciation for multicultural diversity is key at Crystal Lakes.

Single School Culture © for ACADEMICS is a research-based process that utilizes the most effective practices from the Efficacy Institute, Standards in Practice from Education Trust, and Assessment Literacy based on the Stiggins model. Teachers receive training and participate in regularly scheduled Learning Team Meetings that include the following procedures:

- Articulation of academic targets – unpacking of standards
- Development of a data stream
- Analysis of student data (strengths and weaknesses) and student work (rigor and relevance)
- Alignment of curriculum/instruction/assessment to standards
- Sharing strategies for corrective instruction

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement. (Strategic Initiative #1: Pillars of Effective Instruction)

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the

“context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include maintaining a community in school that:

- Reduces risk factors for students and promotes positive factors
 - Recognizes and values the contributions of all: staff, students, and parents
 - Promotes an atmosphere that encourages positive relationships among all stakeholder groups
- (Strategic Initiative #9: Develop an approach for bullying prevention)

Administration ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

We teach/review C.H.A.M.P.S. and the Bobcat Way. We discuss why we have rules. Review the I-Care Rules (K-2) or Rules for Fighting Fair/Peace Rules (Gr. 3-5). We discuss what resolving conflict looks like in your classroom and anywhere on campus. The teachers agreed upon a list of major and minor offenses determining what can be addressed at the classroom level and what needs to go to administration. Single School Culture © for BEHAVIOR is a uniform set of practices and procedures that are aligned to a school’s mission and goals. These practices and procedures are known and used by all staff to positively norm both student and adult actions. The goal of applying the Single School Culture © for BEHAVIOR process is to empower the staff to uniformly address behavior issues that in turn creates an ethos of fairness on a campus.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our school-based team meets weekly to discuss students with barriers to academic and social success.

Mentors are assigned to students identified with SEL concerns.

We have a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

We provide Instruction and various campus activities that address social/emotional needs of students; We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);

We have developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

The school counselor provides a differentiated delivery of services based on student/school need. She offers classroom guidance, workshops, and assemblies. She also offers focused small group counseling, and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Indicators are present for our school's early warning signs. 60 students have attendance below 90%. Students failing ELA and/or math and scoring level 1 of FSA need an immediate plan action.

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	11	11	4	14	16	4	0	0	0	0	0	0	0	60
One or more suspensions	0	1	0	0	4	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	22	17	14	21	11	4	0	0	0	0	0	0	0	89
Level 1 on statewide assessment	0	0	0	18	23	21	0	0	0	0	0	0	0	62

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	6	2	2	12	11	7	0	0	0	0	0	0	0	40

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

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns

- Create data decision rules for number of absences or OSS for referrals to SBT
 - Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
 - Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion), etc.
- Utilize SAI , iii, Tutorials, LLI, Wilson, Foundations, MTTs, Rti, SBT, etc. Increase ESE support- adjust the schedule allowing more time for ESE students to receive services.

*Contact parents when tardies or absences exceed 5. Reward perfect attendance and students who arrive on time .

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Crystal Lakes has a very positive relationship with parents. We regularly solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. During Open House, academic focus night (curriculum night) we ensure non-threatening methods of introducing parents to teachers and administrators. We have introduced Donuts for Dads and Muffins for Moms, encouraging the father and mother figures to become more involved in their child's education.

We open our computer lab and offer tutorials to parents who are unfamiliar with EdLine and other forms of educational technology. We communicate classroom and school news to parents through Edline and/or hard copies. We have introduced Remind and increased use of shout out calls. We translate the communication in Spanish, Creole, and Portuguese- our 3 major languages. Our teachers send positive notes, letters, and phone calls home.

Through our school counseling program (Student Development Plan), we offer parent meetings and workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

As a Five Star school, we take pride in our relationships with the local community. We have formed many business partnerships with local businesses. The business names are proudly displayed when they adopt a class. Our SAC membership always includes at least one business partner. Each year, a letter is sent to not only the parent community, but to the local businesses inviting them to become a partner with our school.

We have a very active volunteer program. In addition to our PTA, these volunteers support our school's initiatives working with our teachers and students.

Ways to build our partnerships include:

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;

During Open House, Academic Focus Night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;

Communicate classroom and school news to parents;

Increase positive notes, letters, phone calls home;

Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

Learning opportunities and resources are provided to families of SWDs as a result of needs assessments (ESE Parent Survey, BPIE, etc.) and student data.

BPIE assessment results, the School Improvement Plan (SIP) and subsequent reports of progress toward implementing inclusive practices are disseminated to families, school district personnel, and community members annually.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Curcio Greaves, Diane	Principal
Pennington, John	Assistant Principal
Lindgren, Laura	Teacher, K-12
Morse, Sanna	Teacher, K-12
Noon, Maria	Teacher, K-12
Yurick, Claudia	Teacher, K-12
Oakley, Herele	School Counselor
reardon, lynn	Teacher, ESE
benson, penny	Teacher, K-12
valdes, dilcia	Teacher, K-12

b. Duties

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

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

Leadership Team Member and Expertise:

Student's Classroom Teacher

Offers interventions to student identified as deficient in a benchmark.

Completes documentation (PBCSD Form 2106) prior to SBT meeting.

Consults with department and/or grade level team.

Reviews checklists, interventions, background, baseline and monitoring data at SBT meeting (or before with the SBT Leader).

Implements with fidelity interventions indicated in Student Intervention Plan (PBCSD Form 2284) and monitors student progress (PBCSD Form 2318)

Provides communication to parent(s)/guardian(s) in their preferred language (verbally & written)

Administrator:

Attends all SBT meetings

Conducts data chats with all instructional staff – determines professional development needs (teacher, subject area, grade level, school).

Provides adequate location and technology tools within the school facility and allocates appropriate time during the school day for the SBT meeting.

Provides opportunities for staff to attend professional development as needed.

School Based Team Leader:

Creates an agenda for SBT meetings and utilizes all PBCSD approved forms.

Facilitates the SBT team meetings and the Problem Solving Process.

Provides support for interventions to the student's classroom teacher.

Provides input in developing interventions and progress monitoring tools.

ESE Teacher/ Speech Language Pathologist:

Contributes information regarding instructional methodologies, strategies, and curriculum.

Assists in developing interventions from area of expertise.

Provides support for interventions to the student's classroom teacher.

School Psychologist:

Attends all SBT meetings.

Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether student made progress).

Provides support for interventions to the student's classroom teacher.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Using MTSS, a systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, we begin with the identification of trends and patterns using school-wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science, Math). Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (Supplemental, Tier 2, i.e. iii, , behavior contract and replacement behavior instruction, anger management group, grief counseling).

The Tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction". Therefore, supplemental and intensive Tiers (Tiers 2 and 3) are defined with the context of the Core (Tier 1). The number of minutes of instruction and the breadth of that instruction that defines Core (Tier 1) is the basis for the criteria for supplemental and intensive Tiers (Tiers 2 and 3).

Core - Tier 1 (universal instruction) consists of scientific, research-based CORE instructional and behavioral/social emotional methodologies, practices, and supports designed for all students in the general education classroom.

Using the problem solving process :

Supplemental - Tier 2 interventions consist of instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. It is provided to groups of targeted students who have not been successful with core instruction alone. Supplemental - Tier 2 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group instruction

More intensive services, (more time, narrow focus of instruction/intervention) than the Core (Tier 1)

Frequent progress monitoring and data collection (weekly)

? Additional instructional time in deficient area of need

Tier 2 services are provided by a variety of professionals and in different settings

Intensive - Tier 3 academic interventions are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2).

Intensive instruction (Tier 3) is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress.

Intensive - Tier 3 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group (smaller than Supplemental/Tier 2) instruction

More frequent progress monitoring and data collection (weekly)

Additional instructional time in deficient area of need (in addition to Core/Tier 1 and Supplemental/Tier 2)

Intensive/Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.

Intensive/Tier 3 services require collaboration and coordination among school staff, providing services to the student.

The expected outcome of Intensive/Tier 3 services, combined with Core (Tier 1) and Supplemental (Tier 2) is that the student(s) will achieve Core/Tier 1 proficiency levels (academic and/or behavioral).

Intensive - Tier 3 behavioral interventions should include a Behavior Management Plan that is completed after a Functional Behavior Assessment (FBA) has been conducted by a trained school staff member.

Our school integrates Single School Culture by sharing our norms, beliefs, values, and goals. Our result has produced consistency in practice. Each year, we review our mission statement and our beliefs. One belief includes teaching the children to have respect and appreciation of multicultural diversity. Another belief is providing a safe nurturing environment that encourages our students to succeed academically, socially, and civically. We incorporated all our beliefs in our first 10 day plan. We have introduced Sanford Harmony and embraced SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (sw-PBS). sw-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

Essential Components of sw-PBS:

- Common purpose and approach to discipline
- Positive expectations (for all students & staff)
- Procedures for teaching expected behaviors
- Continuum of procedures for encouraging expectations
- Continuum of procedures for discouraging inappropriate behavior
- Procedures for ongoing monitoring and evaluating effectiveness of the Sw-PBS system

At Crystal Lakes, our sw-PBS is the Bobcat Way "We Care". We have been teaching the children "the Bobcat Way-We Care":

Care, Attitude, Respect, and Engage. Definitions and examples are given and the children can describe what it looks like in the classroom, cafeteria, hallways, etc.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Herele Oakley	Teacher
Diane Curcio-Greaves	Principal
Stephanie Gilbert	Parent
Christy Abel	Parent
Danette Cello	Parent
Candace Heyner	Business/Community
Sally Hayden	Education Support Employee
De Ann Bond	Teacher
shronderlette Davis-Tucker	Teacher
Halle Eller	Teacher
Jessie Schramm	Parent
Michael Douthat	Parent
Roseline Joseph	Parent
Taryn Wheat	Parent
Wilfredo Ortiz	Parent
Shannon Havasi	Business/Community
Amber McMichael	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Strategies and assessments were reviewed each month. Data from IReady Reading and Math, PowerCats, FASTTMath and reading and math tutorials were reviewed. After the FSA results were in, the student achievement data was reviewed and aligned with the strategies.

b. Development of this school improvement plan

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

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

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

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

The rollover funds (\$3957) from FY 17 will be used to enhance the curriculum in reading and math.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
vanner, tara	Teacher, ESE
Morse, Sanna	Teacher, K-12
Curcio Greaves, Diane	Principal
Yurick, Claudia	Teacher, K-12
Stanislawski, Cheryl	Teacher, K-12
Glass, Lisa	Teacher, K-12
angelotti, melinda	Teacher, K-12
Kotch, Lauren	Teacher, K-12
hayden, sally	Other
Ramon, Jenny	Teacher, K-12
benson, penny	Teacher, K-12

b. Duties

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

The LLT will increase the motivation of the students to read more and for longer periods of time. Principal will hold literacy celebrations for intermediate and primary students monthly when intermediate students meet their reading counts goals and primary students meet their reading stamina goals. Teachers will continue to implement the literacy materials and units of study. Within the 90 minute reading block, students will read Just Right books and know their levels while increasing their stamina. Grades K-2 will talk about the books with partners (Stop and Jot). Grades 3-5 will write about their books (log, journal, stop and jot.)

Using data from RRR and teacher observations, teachers will plan instruction using the continuum. Increase the rigor of instruction (cognitive complexity and student autonomy).

We will Implement the Pillars of effective instruction- standards, personalized, high expectations, engaged.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Strategic Plan Alignment: Strategic Initiative #1 (Pillars of Effective Instruction):

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready, we provide our teachers and staff

opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. At Crystal Lakes, we have vertical meetings based on core curriculum. At these meetings, one representative from each grade level ensures a continuum of instruction aligns with the standards and is being used with rigor and fidelity. (Strategic Initiative #1: Pillars of Effective Instruction)

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

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

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

Partner new teachers with veteran staff. Allow time for teachers to observe and be observed. Provide common planning time. Solicit student teachers for open positions. School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.

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

We provide ongoing support for new/beginning teachers. Veteran teachers help new teachers continue to improve their practice of teaching and develop their instructional skills. Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. Usually, the grade chairperson is the mentor. This year, we have three new teachers and three more who re new to our school. We also have three teachers who returned from a leave of absence The veteran teachers new to the position at Crystal Lakes, have been assigned buddies on their team. The new teachers have been assigned mentors.

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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

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

b. Instructional Strategies

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

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.

Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Provide specially designed instruction per student's IEP needs

Strategic Instructional Model is used in Learning Strategy classrooms

Integrating accommodations into Lesson Plans

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

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

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

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

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

Students self-select texts based on RRR levels, receive push-in/pull out services for ESE/ELL. SAI

teachers provide LLI (Leveled Literacy Intervention) instruction. We provide Process and Strategy charts for reminders of teaching.

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

Strategy: After School Program

Minutes added to school year: 1,800

Based on the results of the state/district assessments, students who need remediation in reading will be provided with tutoring 2x a week for a total of 15 weeks. Students enrolled in our Aftercare program, will be in enrichment groups starting in September.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Oakley, Herele, herele.oakley@palmbeachschools.org

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Crystal Lakes offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Crystal Lakes, we engage in many transition activities. Prior to the first day of school, kindergarten teachers screen incoming kindergarten students. This allows the students to feel comfortable at the school with a one-on-one setting and gives the teachers an idea of the skills the children have already. We administer the statewide kindergarten screening tool to determine the readiness of each

child coming into a kindergarten program. We hold a kindergarten round-up in late spring. Staff meets with the incoming families and provides important information about the school, academics, etc. At the conclusion, there is a tour of the school. The PowerPoint presentation is then linked to our Edline page. We created and distributed a brochure highlighting our gifted program. We invited the parents of students currently enrolled in our gifted classes to come and hear about the exciting plans we have for FY 18. We linked the brochure to our Edline page. In addition, we created a video marketing our school which is on the Palm Beach County school district website and is linked to our Edline page. The guidance counselor and administration host a welcome to all the new families who have joined the Crystal Lakes' family.

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

Our Pre-K students practice kindergarten routines, such as carrying a tray, eating at the cafeteria tables, etc. by eating breakfast in the cafeteria the last month of school.

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

b. College and Career Readiness

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

We promote a college-going culture where students are encouraged to aim high. We take pride in fostering a college-going culture and support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include wearing your favorite college shirt/jersey, our presenters during career day incorporate their alma marta in their presentation, college students often volunteer at our school, and we are very accomodating to our staff who visit college campuses, take their children to school, and bringing back brochures to display in our college corner in the media center.

We introduce students to the value of work by using career mapping to identify, understand and appreciate the various jobs and careers within their own families.

We nurture confidence in students to aspire all students to graduate collage and career ready. We create early awareness that connects academic performance (doing homework, positive attitude, coming to school on time, etc.) to attaining grade level promotion. We rely on our School Based Team to identify students having academic and/or behavior difficulties to ensure early interventions.

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

NA

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

NA

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Learning gains in both ELA and Math were low.

Proficiency rate decreased in ELA.

Math and Science proficiency increased.

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.

Less time for ESE students.

Late identification of lowest 25%.

Late remediation for lowest 25%.

More PD needed in I Ready.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will ensure high school readiness.

Strategic Goals Detail

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

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

G094863

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	91.0
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation reports to identify trends

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

G094864

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	75.0
Math Lowest 25% Gains	52.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Diane Curcio Greaves

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation reports to identify trends.

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

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

 G094863

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

 B255184

G1.B1.S1 Pillar # 1- Pillars of Effective Instruction: The implementation of the Florida Standards demands an increase in teacher planning, collaboration, and delivering effective and relevant instruction.

4

 S269647

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

Administrators will facilitate PD on effective and relevant instruction such as I-Ready Reading and Writing strategies.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 5

Provide a positive and supportive school climate through social emotional learning (SEL) services. Introduce Sanford Harmony and align with our CHAMPS and Bobcat Way.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/9/2017 to 6/1/2018

Evidence of Completion

The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, student discipline reports.

Action Step 4 5

Pillar #1: Effective Instruction: Administrators will facilitate PD on effective and relevant instruction incorporating the Florida Standards in Math and Science.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/9/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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


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

 G094864

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

 B255185

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

 S269648

Strategy Rationale

Pillar #1- Effective Instruction: To ensure that the Florida State Standards are taught with fidelity, the teachers need to increase teacher planning, collaboration, and ensure that effective and relevant instruction is meeting the needs of all students.

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

Action Step 1 **5**

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant instruction in I-Ready .

Person Responsible

Diane Curcio Greaves

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 3 5

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant instruction in Florida Standards.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/9/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Diane Curcio Greaves













Schedule

Monthly, from 8/14/2017 to 6/1/2018



Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M384989	We will analyze iObservation reports to ensure effective and relevant instruction.	Curcio Greaves, Diane	8/14/2017	iObservation reports to identify trends	6/1/2018 biweekly
G2.MA1  M384992	We will analyze iObservation reports to ensure effective and relevant instruction.	Curcio Greaves, Diane	8/14/2017	iObservation reports to identify trends.	6/1/2018 monthly
G1.B1.S1.MA1  M384987	Review the minutes from PLCs, professional development sign in sheets, teacher observations, data...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading reports, and EDW reports.	6/1/2018 biweekly
G1.B1.S1.MA1  M384988	Review the minutes from PLCs, professional development sign in sheets, teacher observations, data...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, professional development sign in sheets, teacher observations, data chats, district assessments, I-Ready Reading and Math reports, and EDW reports.	6/1/2018 biweekly
G1.B1.S1.A1  A360265	PLCs will analyze reading student achievement based on data to define student instructional goals...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Reading reports and EDW Reading reports.	6/1/2018 biweekly
G1.B1.S1.A2  A360266	Administrators will facilitate PD on effective and relevant instruction such as I-Ready Reading and...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, reading district assessments, I-Ready Reading reports and EDW reading reports.	6/1/2018 biweekly
G1.B1.S1.A3  A360267	Provide a positive and supportive school climate through social emotional learning (SEL) services....	Curcio Greaves, Diane	8/9/2017	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, student discipline reports.	6/1/2018 biweekly
G1.B1.S1.A4  A360268	Pillar #1: Effective Instruction: Administrators will facilitate PD on effective and relevant...	Curcio Greaves, Diane	8/9/2017	The minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation, data chats, Math and science district assessments, I-Ready Math reports .	6/1/2018 biweekly
G2.B1.S1.MA1  M384990	Review the minutes from PLCs, professional development sign in sheets, teacher observation, data...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.	6/1/2018 monthly
G2.B1.S1.MA1  M384991	Review the minutes from PLCs, professional development sign in sheets, teacher observation, data...	Curcio Greaves, Diane	8/14/2017	The minutes from PLCs, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments, I-Ready Reading and Math reports, and EDW reports.	6/1/2018 biweekly
G2.B1.S1.A1  A360269	PLCs will analyze student achievement based on data to define student instructional goals and plan...	Curcio Greaves, Diane	8/14/2017	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.	6/1/2018 biweekly
G2.B1.S1.A2  A360270	Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant...	Curcio Greaves, Diane	8/14/2017	PD sign in sheets, lesson plans, teacher observation, data chats, district assessments, I-Ready Math reports, and EDW reports.	6/1/2018 monthly

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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.S1.A3  A360271	Teachers will use PLC time to vertically plan using Blender to ensure lessons integrate...	Curcio Greaves, Diane	8/14/2017	Lesson plans, artifacts such as student work, classroom walk-throughs and observations	6/1/2018 biweekly
G2.B1.S1.A4  A360272	Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant...	Curcio Greaves, Diane	8/9/2017	Lesson plans, artifacts such as student work, classroom walk-throughs and observations	6/1/2018 biweekly

V. Professional Development Opportunities

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

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

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

G1.B1.S1 Pillar # 1- Pillars of Effective Instruction: The implementation of the Florida Standards demands an increase in teacher planning, collaboration, and delivering effective and relevant instruction.

PD Opportunity 1

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

Facilitator

Administration, school personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Administrators will facilitate PD on effective and relevant instruction such as I-Ready Reading and Writing strategies.

Facilitator

Administration, school personnel, district personnel

Participants

all teachers and support staff (paraprofessionals) when necessary

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Provide a positive and supportive school climate through social emotional learning (SEL) services. Introduce Sanford Harmony and align with our CHAMPS and Bobcat Way.

Facilitator

Administration, school personnel, district personnel

Participants

all teachers and students

Schedule

Biweekly, from 8/9/2017 to 6/1/2018

PD Opportunity 4

Pillar #1: Effective Instruction: Administrators will facilitate PD on effective and relevant instruction incorporating the Florida Standards in Math and Science.

Facilitator

Administration, school personnel, district personnel

Participants

all teachers and students

Schedule

Biweekly, from 8/9/2017 to 6/1/2018

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

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

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

PD Opportunity 1

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

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant instruction in I-Ready .

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

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

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 4

Pillar #1- Effective Instruction: Administrators will facilitate PD on effective and relevant instruction in Florida Standards.

Facilitator

Administration, school-based personnel, district personnel

Participants

all teachers

Schedule

Biweekly, from 8/9/2017 to 6/1/2018