Crystal Lake Elementary School

2017-18 Schoolwide Improvement Plan

Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

martinschools.org/o/cles

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	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	C	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 is pending approval by the Martin County School Board.

SIP Authority and Template

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

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in <u>section 1008.33, Florida Statutes,</u> 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 <u>Rule 6A-1.099811, Florida Administrative Code:</u>

- **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:

- <u>Implementing</u> - 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 Lake Elementary School

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

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

In partnership with families and the community, our mission is to equip students with the skills and knowledge necessary to become responsible citizens through comprehensive learning experiences and innovative environments that extend beyond traditional walls.

b. Provide the school's vision statement.

Our vision is to inspire children to think critically, learn creatively, and exceed expectations of the future.

2. School Environment

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

Administration greets new parents throughout the summer and encourage involvement. Previous schools are contacted and records requested. This information is used to place students and share with teachers. Students are placed with teachers who will match the needs the students and promote a positive relationship to maximize learning.

Teachers implement circle time and additional opportunities for students to talk about themselves. Teachers use this information to create pairs and or small groupings during lessons. Teachers welcome students as they walk into the classroom and provide communication for parents on positive accomplishments.

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

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.

Students are positively greeted throughout campus by staff and offered assistance as needed. Staff provide additional support to students who are at risk through check in check out and other types of positive interaction.

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.

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
PBiS cafeteria expectations are posted so students can see. They are referred to when addressing students.

Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Cafeteria expectations will be address with weekly rewards.
Provide a kickoff meeting with information and additional trainings and rewards for teachers/staff as needed
Hawks tickets and rewards for reinforcing PBiS on the bus.
Incorporate Character Counts! themes into PBiS

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.

Positive Behavior Intervention Support (PBiS) program promotes a school community with common school wide expectations. In addition:
Regular news videos promoting expectations as well as classroom lessons.
Teachers will address behaviors individually and as a group.
Students will earn Hawk bucks to participate in monthly school events.
Cafeteria expectations will be address with weekly rewards.
Provide a kickoff meeting with information and additional trainings and rewards for teachers/staff as needed.
Incorporate Character Counts! themes into PBiS

Guidance Counselor will:
Plan monthly lessons and also target areas as needed
Small group counseling sessions
Bullying Awareness.prevention
Work with teachers on Character Counts! themes

Tykes and Teens will:
Communicate with parents
Counsel with students

DARE Officer
Drug awareness education
Support students and staff as needed

Select Support staff/teachers
Check in check out with specific students to provide encouragement

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.

ATTENDANCE:
Crystal Lake Elementary's administration partnered with our Positive Behavior Intervention Support Team (PBIS) is focusing on improving student attendance including tardies and early sign outs as they all result in lost minutes of learning for the student. Monthly, review data to locate any possible trends regarding absences as well as tardies and early dismissal of students.

When absences, tardies, or early sign outs occur we will follow these steps:
1. Teachers who have a student absent, tardy, or signed out early two times will make contact with parents and document that conversation.

2. Teachers will continue to monitor those students and if there is a second time of two occurrences, they will make contact a second time with parents.

3. Students who have additional absences, tardies, or are signed out early beyond those events will be contacted by guidance counselor and/or administration and a conference will be set with parent/ guardian and a contract between the school and family will be written. This contract will be monitored by the Assistant Principal.

4. The Assistant Principal or principal will submit a request to Student Services to have MCSD Truancy Officer complete an address check/complete a wellness check.

ACADEMICS:
Collaborative Learning Teams will review student data using common formative and summative assessments. Interventions will be designed and implemented to address areas of proficiency deficiencies.

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	8	14	11	13	14	18	0	0	0	0	0	0	0	78
One or more suspensions	0	1	0	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	3	0	0	0	0	0	0	0	0	0	3
Level 1 on statewide assessment	0	0	0	3	10	13	0	0	0	0	0	0	0	26

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	1	0	0	3	4	0	0	0	0	0	0	0	8

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

ATTENDANCE:
Crystal Lake Elementary is focusing on attendance with an aggressive yet positive approach. We have created a system of more frequent communication between the school and family regarding concerns of lost instructional time. Additionally, as part of the Positive Behavior Intervention Support (PBIS) Team, our school is focusing on recognizing students who are maintaining acceptable attendance patterns during our monthly celebrations that are focused on our school-wide expectations.

ACADEMICS:
Utilizing specific details from student assessment reports, combined with monthly progress monitoring data, struggling students have been provided academic learning goals to assist with providing academic growth opportunities. Teachers will support learning opportunities by strategically planning and instructing in small groups using a variety of teaching methods to assist those students with gaps of knowledge in Reading (ELA), Writing (ELA), Math, and Science.

SUSPENSIONS:
The PBIS team monitors referral data as well as minor behavior occurrences. The information

collected from minor and major reporting is analyzed by location, grade level, time of day, incident, gender, and broken expectation. Through analyzing, if any trend is noticeable, further discussion occurs and is centered around discovering possibly triggers as well as solutions that can be put in place to prevent future occurrences. If it is discovered that a referral (minor or major) is happening for a repeat offender; parent contact is made via phone or in person and a behavior plan is drafted and implemented. The teacher, supported by administration and student services will monitor the behavior plan.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

100% of families/guardians will participate in at least one event at Crystal Lake Elementary during the 2015-16 school year.-

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.

Local businesses become business partners. They provide donations to support students and teachers. (i.e. classroom supplies, clothing, donations to encourage attendance for students and staff.)

The Education Foundation of Martin County provided opportunities for teachers to get funding for projects and classroom materials. On occasion, the foundation provides funding for professional development opportunities.

Work with local churches and organizations to supply school supplies, food and clothing.

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
Watkins, Brenda	Principal
Elliott, Trisha	Assistant Principal
Kennard, Christa	Teacher, K-12
Boggs, Joni	Instructional Coach
Erato, Jennifer	School Counselor
DeSantis, Kimberly	Instructional Coach
Welch, Krystle	Teacher, ESE

b. Duties

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

The Leadership Team consists of principal, assistant principal, Literacy Coach, IPS Coach and Guidance Counselor, Support Facilitator Teacher. Additional teachers will be added. Data and strategies are reviewed to make decisions on students and teachers needing additional support. Administration and Literacy Coach will attend CLT and MTSS meetings. Teachers are responsible for bringing data to meetings to address future steps in student learning.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Crystal Lake Elementary School coordinates and integrates all federal, state, and local programs that impact the school:
-Implements research-based resources funded by federal and local funds.
-The Comprehensive Needs Assessment considers student academic needs as well as staff development data that addresses the priorities established for Title III, Migrant, and Title I programs. (This example is for Title I schools only)
-School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
-Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
-Partnerships are established.
-With coordination and scheduling of instructional programs.
-With implementation of parent information programs.

-Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Jamie Dowd	Parent
Brenda Watkins	Principal
Jamie Dowd	Parent
Craig Quarles	Business/Community
Michelle Baughman	Teacher
Joni Boggs	Education Support Employee
Diana Brady	Parent
Dawn Greenlees	Parent
Ashley McElligott	Parent
Jana Solomon	Teacher
Joshua Perry	Teacher
Hilda Hernandez	Teacher
	Student
Jessica Hecht	Parent
Lisa Knapp	Parent
Stevie Moreno	Parent
Raimann	Teacher
Elaine Sanchez	Teacher
Jana Solomon	Teacher

b. Duties

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

SIP committees uses FSA and iReady for reading and math scores, Fountas &Pinnell running record scores and district science benchmark scores when designing strategies for this plan. This information was used help target areas that still need improvement. School improvement teams shared activities implemented and suggestions for the next school year.

b. Development of this school improvement plan

The purpose of a SAC is to assist in the preparation and evaluation (developing and evaluating) of the results of the school improvement plan and to assist the principal with the annual school budget.

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

The school budget is determined at the district level. The SAC will review and vote on the plan and budget.

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

School Improvement fund requests must all be reviewed and voted upon by SAC members.These funds may be expended only on programs or projects that are directly related to School Improvement. Such funds are recommended to benefit larger groups of students so that as many students as possible are benefiting.

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
Watkins, Brenda	Principal
Boggs, Joni	Instructional Coach
Martin, Elizabeth	Instructional Media
Kowalski, Lauren	Teacher, K-12
Grauer, Crystal	Teacher, K-12
Towell, Jennifer	Teacher, K-12
Kennard, Christa	Teacher, K-12
Mull, Lori	Teacher, K-12
Brown, Terri	Teacher, K-12
McCormick, Ginger	Teacher, K-12
Gulick, Mary Sue	Teacher, K-12
Raimann, Nicole	Teacher, K-12
Hubbard, Colleen	Teacher, K-12
Baughman, Michelle	Teacher, K-12

b. Duties

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

The LLT will be focused on analyzing current student data (F & P running records, assessments, iReady, district benchmarks and state assessments) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will continue on balanced literacy and scoring running records with fidelity and making instructional decisions based on results.

The team will monitor the school improvement plan ELA strategies to continue in the support of balanced literacy and best teaching practices to prepare students for state assessments.

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.

All teachers have a common grade level planning. They are encouraged to share ideas during staff meetings and CLTs. Their input is solicited whenever possible to give ownership. Teachers share ideas with each other and team members. They are supported when they want to visit other teachers and schools.

In addition, our school has created a partnership with another school to foster a positive working relationship with teachers and sharing ideas.

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

Administration will:
Provide new teachers to the school with a mentor.
Encourage attendance at the district trainings for new teachers.
Provide training opportunities for new teachers at the school.
Offer on-going opportunities for professional growth.
Monitor certification/endorsement needs and notify teachers of opportunities to complete.
Veteran teachers are encouraged to become model/mentor classroom teachers to offer support throughout school and district.

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

Each teacher new to the school is assigned a veteran teacher, preferably within their grade level or certification area to serve as their mentor for the year. Administration will continue to meet and provide support to new teachers in school/district policies and procedures.

Monthly meetings/trainings called "New to the Nest" have been created to help provide support to new teachers and any teacher needing additional training on Focus, Promethean Boards, iREady, Standards based grading, iObservation, instructional practices and more. New teachers are encouraged to share what additional training they need.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers will be provided with FSA item specs. Additionally, they will take a sample FSA and share concerns and thoughts. The school district instructional coordinators have provided instructional resources on district webpages and teachers will continue to use CPALMS.

The Leadership Team will review student data and direction for future goals. Grade level CLTs will allow teachers to compare students work and teaching strategies. Fidelity checklists will be used to monitor quality instruction and strategies. Support will be provide when problems are noticed.

Teachers will participate in Learning Walks using look fors to help in observing focus areas for the year.

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.

Data is reviewed weekly and biweekly by teachers, coaches, and administration during CLT's. Coaches support teachers with instructional decision-making to ensure that differentiation occurs within classrooms to meet the
needs of all learners. Coaches reviewed data with teachers, collaborated to create groups, and supported instruction for the students in and outside of the classroom. These groups were formed for reading and math.

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

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

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

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.

Crystal Lake provides a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age to our school.
Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to asset in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students.

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.

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 part may address the requirements of ESSA, P.L. No. 114-95, § 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.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. The percentage of students scoring at level 3 or above in Science will increase.

G2. The number of activities for Parents to become involved at Crystal Lake will increase.

G3. Increase number of students scoring proficiency on FSA ELA writing.

G4. Increase the percentage of students scoring at proficiency on state ELA assessment.

G5. Increase the percentage of students scoring proficiency on FSA Math.

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. The percentage of students scoring at level 3 or above in Science will increase. `1a`

🔑 G098483

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need ongoing training and resources for Project-based Learning/Science structure and development.

- All teachers need ongoing work and follow up with utilizing STEMscopes and identifying resources.

- Teachers need to gain deeper understanding of teaching science with increased rigor and addressing cognitive complexity in questioning.

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

- Increase Project-based Learning and STEM activities for students to explore real-world problems.

- District Science Coordinator to provide professional development on effective science strategies.

- Increase students' access to exploration and scientific experiences in the real world.

- CPALMs, Science standards frameworks

Plan to Monitor Progress Toward G1. `8`

Analyze common assessment and benchmark assessments for student growth.

Person Responsible
Brenda Watkins

Schedule
Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion
District benchmark resultsm lesson plans, observations

G2. The number of activities for Parents to become involved at Crystal Lake will increase. 1a

🔑 G098484

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	5.0

Targeted Barriers to Achieving the Goal 3

- Communication of Activities and details, provide and share information with parents on hot topics (math, writing, reading, STEM, Art, etc.).

- Parent attendance school related activities declines as the year progresses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Watch DOGS, SIP Goal, PTA, SAC, Parental interest

Plan to Monitor Progress Toward G2. 8

Monitor sign in rosters.

Person Responsible

Lisa Sprott

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign in rosters and exit tickets will be used to monitor attendance and participation.

G3. Increase number of students scoring proficiency on FSA ELA writing. 1a

🔑 G098485

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Professional development in writing

- Need more writing strategies books for each teacher

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Writers Workshop trainings

- Florida Standards test item specs and writing rubrics

- Writers Workshop lessons

- District Parallel test

Plan to Monitor Progress Toward G3. 8

Writing scores on FSA ELA writing will increase.

Person Responsible
Brenda Watkins

Schedule
On 5/25/2018

Evidence of Completion
FSA ELA writing scores

G4. Increase the percentage of students scoring at proficiency on state ELA assessment. `1a`

🔑 G098486

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - SWD	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - All Students	
ELA/Reading Gains	87.0
AMO Reading - Hispanic	
ELA/Reading Lowest 25% Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need deeper understanding and experience with the integration and knowledge of FSA ELA.

- Instructional Staff needs more support in vocabulary instruction, interventions, and words their way (WTW).

- Teachers need resources and training to support core instruction, helping struggling students and enrichment.

- Teachers need a better understanding about SBG and how it relates to Florida Standards.

- Teachers need more time to help struggling students (especially EL students)

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

- Literacy Coach is available to model lessons and provide resources for instructional staff. Literacy Coach will provide multiple training opportunities centered around guided reading, workshop, WTW, strategy lessons, word study, and small group instruction. Unwrapped ELA standards are available on the district website. Standards-based grading (SBG) and assessment guides are in place for K-5.

Plan to Monitor Progress Toward G4. `8`

Use progressing monitoring tools.

Person Responsible
Joni Boggs

Schedule
Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion
iReady, F& P running records, FSA ELA results, lesson plans, ERO, Imagine Learning

G5. Increase the percentage of students scoring proficiency on FSA Math. `1a`

🔑 G098487

Targets Supported `1b`

Indicator	Annual Target
AMO Math - ED	
AMO Math - ELL	
AMO Math - SWD	
AMO Math - All Students	
Math Gains	88.0
Math Lowest 25% Gains	94.0
AMO Math - Hispanic	

Targeted Barriers to Achieving the Goal `3`

- Students' limited exposure to math in the real-world.

- Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

- Teacher understanding of FSA and assessment specs.

- Lower performing students need more differentiated instruction.

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

- The percentage of students scoring proficiency in math will increase.

Plan to Monitor Progress Toward G5. `8`

Analyze iReady, Formative and Summative assessment data.

Person Responsible
Tiffany Reddick

Schedule
Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion
All data will be used to determine progress toward target.

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. The percentage of students scoring at level 3 or above in Science will increase. 1

🔑 G098483

G1.B1 Teachers need ongoing training and resources for Project-based Learning/Science structure and development. 2

🔑 B264934

G1.B1.S1 Provide Science training opportunities for staff members. 4

🔑 S280808

Strategy Rationale

Teacher need training in order to integrate subject areas.

Action Step 1 5

Provide support and locate opportunities for teachers of science to attend district science workshops.

Person Responsible

Trisha Elliott

Schedule

Every 2 Months, from 8/15/2017 to 3/9/2018

Evidence of Completion

ERO sign in sheets, meetings and follow up with Science Coordinator, Evidence found from Science SIP conversations/meeting notes and agendas.

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

Science team will provide feedback to and from grade level groups on implementation of science activities.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Science meeting notes on grade level check in of implementation; artifacts collected by science team members

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

Science team members will collect artifacts and provide feedback to staff on science activities that are grade level appropriate. Science team will conduct professional development with grade level representatives to ensure fidelity of implementation.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Science team meeting notes and artifacts of activities implemented at each grade level.

G1.B2 All teachers need ongoing work and follow up with utilizing STEMscopes and identifying resources. 2

🔍 B264935

G1.B2.S1 Provide opportunities for new teachers to receive information or training by veteran teachers and district personnel. 4

🔍 S280809

Strategy Rationale

If new teachers are trained, they will be better able to implement strategies to increase test scores.

Action Step 1 5

Continue training with STEMscopes

Person Responsible

Elaine Sanchez

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Meeting notes, agenda, sign in roster

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

Review new teacher reflection log.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Reflection notes and journal

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

Analyze data from benchmarks, CFA's.

Person Responsible

Trisha Elliott

Schedule

On 5/26/2017

Evidence of Completion

Benchmark data

G1.B3 Teachers need to gain deeper understanding of teaching science with increased rigor and addressing cognitive complexity in questioning. `2`

🔑 B264936

G1.B3.S1 Science staff training: further training/guidance using workshops and conferences. `4`

🔑 S280810

Strategy Rationale

Teacher turnover requires ongoing science training. Additionally, teachers need more strategies for science implementation.

Action Step 1 `5`

Teachers will plan implementation/revision of STEM labs, shared scales for science benchmarks.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plan reviews, classroom observations, rubrics/scales, student feedback

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Implementation of STEM activities

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observations, lesson plans, science journals

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Monitor science benchmark results, lesson plans, CFA's, observations

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Observations, district science benchmark, science journals, CFA's

G2. The number of activities for Parents to become involved at Crystal Lake will increase. `1`

🔑 G098484

G2.B1 Communication of Activities and details, provide and share information with parents on hot topics (math, writing, reading, STEM, Art, etc.). `2`

🔑 B264937

G2.B1.S1 Provide information in Monthly Newsletter going home to parents, websites, social media, phone calls, emails. `4`

🔑 S280811

Strategy Rationale

Parents need information given to them in a variety of methods.

Action Step 1 `5`

Continue using monthly News Letter; website, social media, phone messages, and emails.

Person Responsible

Lisa Sprott

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Newsletters, script from phone messages, website, emails

Action Step 2 `5`

PTA will have teacher representatives to increase communication between PTA and teachers..

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Minutes from PTA meetings

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

Monitor for increase in parent involvement.

Person Responsible

Lisa Sprott

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observation, sign in rosters

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

Parents will give input into programs.

Person Responsible

Lisa Sprott

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Surveys, sign in rosters, pictures

G2.B2 Parent attendance school related activities declines as the year progresses. 2

🔑 B264938

G2.B2.S1 Provide more opportunities for parents to learn about their student's academic performance. 4

🔑 S280813

Strategy Rationale

Parents mention they feel a disconnect with changes in education.

Action Step 1 5

Invite parents to attend a Career Day.

Person Responsible

Claudia Teran

Schedule

On 5/25/2018

Evidence of Completion

Attendance sign in, activities, student writing projects

Action Step 2 5

Research/ implement a Publix evening for parents and students to attend.

Person Responsible

Andraya Coyle

Schedule

On 5/25/2018

Evidence of Completion

Attendance sign in, flyer

Action Step 3 5

Invite Parents and Community to participate Literacy activities

Person Responsible

Lisa Sprott

Schedule

On 5/25/2018

Evidence of Completion

Sign in roster

Action Step 4 5

Correspond with PTA to combine activities with PTA General meetings.

Person Responsible

Lisa Sprott

Schedule

Quarterly, from 9/9/2017 to 5/25/2018

Evidence of Completion

Sign in roster

Action Step 5 5

Parents will be invited to attend classroom/school-wide celebrations

Person Responsible

Lisa Sprott

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Action Step 6 `5`

Parents and students will attend a STEM night.

Person Responsible

Rebecca Dulin

Schedule

On 5/25/2018

Evidence of Completion

sign in rosters and exit surveys

Action Step 7 `5`

Family Art nights are scheduled quarterly and Gallery night once a year.

Person Responsible

Joelle Reynolds

Schedule

Quarterly, from 10/2/2017 to 5/25/2018

Evidence of Completion

Sign in rosters

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Parents will sign in and will be monitored.

Person Responsible

Lisa Sprott

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign in sheets, exit tickets, photos

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Parents will complete activities and complete exit tickets.

Person Responsible

Lisa Sprott

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Sign in rosters, exit tickets, photos

G3. Increase number of students scoring proficiency on FSA ELA writing. `1`

🔑 G098485

G3.B1 Professional development in writing `2`

🔑 B264939

G3.B1.S1 Provide professional development opportunities. `4`

🔑 S280814

Strategy Rationale

Teachers have shared they need more professional development in teaching writing. Previous FSA writing scores and student writing samples reflect this need.

Action Step 1 `5`

Collaborate with other schools, district writing coaches, and outside PD to provide professional development strategies in writing.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Inservices records, ERO, rosters

Action Step 2 `5`

Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

student writing samples, lesson plans

Action Step 3 `5`

Provide opportunities for teachers to visit classrooms using evidence-based practices in writing.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observations, notes from teachers

Action Step 4 `5`

Implement regular FSA writing prompts and reviewing data during CLT meetings.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Writing samples, meeting agendas and minutes

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

Monitor lesson plans, ERO records, student writing samples, CLT agendas and minutes.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Student progression in writing samples or lack of progression, intervention strategies, informal observation

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

Monitor student writing samples.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Student writing samples, lesson plans

G3.B2 Need more writing strategies books for each teacher `2`

🔑 B264940

G3.B2.S1 Provide teachers with ELA FSA Writing specs and rubrics. `4`

🔑 S280815

Strategy Rationale

Teachers continue to implement writing standards.

Action Step 1 `5`

Provide teachers with ELA writing specs and rubrics.

Person Responsible

Brenda Watkins

Schedule

On 5/26/2017

Evidence of Completion

Progression scales, rubrics, lesson plans, observations, and writing samples

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Writing progressions will be used for CLT's.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, student writing samples

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Discussion and formulating instruction based on pre and post writing tests at predetermined CLT meetings.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas and minutes, student writing samples

G3.B2.S2 Provide Teachers resources for writing instruction. 4

S280816

Strategy Rationale

Teachers need more resources (i.e. Units of Study for Writing).

Action Step 1 5

Purchase writing resources for teachers

Person Responsible

Brenda Watkins

Schedule

Semiannually, from 8/15/2016 to 5/26/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Classroom observations and student writing samples will support implementation

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student writing samples, informal and formal observations, CLT agendas and minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Implementation will be monitored through classroom observations during writing instruction and student samples.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student writing samples, formal and informal observations, lesson plans

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G4. Increase the percentage of students scoring at proficiency on state ELA assessment. `1`

🔑 G098486

G4.B1 Teachers need deeper understanding and experience with the integration and knowledge of FSA ELA. `2`

🔑 B264942

G4.B1.S1 Provide teachers with FSA ELA test item specs and inservices to implement/plan.(including CPALMS for complexity levels). `4`

🔑 S280817

Strategy Rationale

New state assessment with more rigorous standards. Teachers will needs to revise teaching strategies.

Action Step 1 `5`

Provide grades 3, 4, and 5 teachers with FSA ELA test items specs, unit frameworks, and common assessments.

Person Responsible

Trisha Elliott

Schedule

On 9/15/2017

Evidence of Completion

Teachers referring to test item specs during meetings, lesson plans, CLT agendas and minutes

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

Teachers will use ELA Test item specs for planning and CLT.

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Coach's Log Evaluations in ERO Sign-in Forms, lesson plans, observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will provide feedback on student progress.

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observations, CLT minutes, conferences

G4.B1.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice. 4

🔑 S280818

Strategy Rationale

Teachers need continued support in moving forward with balanced literacy and working with struggling students.

Action Step 1 5

Literacy coach will hold open sessions for teachers to seek support. Teachers will complete 2 modules in Edivate on Reading Mini-lessons and matching books to readers.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Notes from teachers attending, ERO attendance, observations

Action Step 2 5

Literacy Coach will model balanced literacy in the classroom

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Literacy coach schedule and notes

Action Step 3 `5`

Teachers have their own lesson video recorded to use for self-reflection

Person Responsible

Joni Boggs

Schedule

Semiannually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Videoed lessons and self reflection notes.

Plan to Monitor Fidelity of Implementation of G4.B1.S2 `6`

Evidence of strategies being implemented will be observed through classroom observations.

Person Responsible

Joni Boggs

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observation records, mini lesson plans, ERO

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 `7`

Ongoing open sessions with the literacy coach and classroom observations will be used.

Person Responsible

Joni Boggs

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observations, lesson plans, teacher surveys

G4.B1.S3 Continue to provide balanced literacy trainings in all grade levels. 4

🔑 S280819

Strategy Rationale

Teachers need continued support in implementing balanced literacy, scoring reading running records and using data from RRR's to plan future lessons.

Action Step 1 5

Continue to provide trainings on balanced literacy for all grades.

Person Responsible

Joni Boggs

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Running records, iObservation, iReady, CFA's, ERO

Plan to Monitor Fidelity of Implementation of G4.B1.S3 6

Implementation will be monitored through classroom observations and through student progress monitoring.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iObservation, running records, iReady scores, CFA's, lesson plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Implementation will be monitored through observations and iReady scores.

Person Responsible

Brenda Watkins

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

Evidence of Completion

iObservation, running records, iReady scores, CFA's, lesson plans

G4.B1.S4 Continue to model CLT's but gradually release to teachers. 4

🔑 S280820

Strategy Rationale

CLT's are scheduled at least once a week with agendas and minutes focusing on 4 essential questions of an effective CLT.

Action Step 1 5

Provide additional training and support for grade levels to take control of their own meetings.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Meeting agendas, minutes, data, common formative assessments

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Admin and literacy coach will attend CLT meetings.

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, minutes, formative assessments, student data, observations

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Admin and literacy coach will attend meetings.

Person Responsible

Brenda Watkins

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Agendas, minutes, common assessments, observations

G4.B2 Instructional Staff needs more support in vocabulary instruction, interventions, and words their way (WTW). [2]

🔍 B264943

G4.B2.S1 Continue to provide teachers with strategies for differentiated instruction. [4]

🔍 S280821

Strategy Rationale

The work has been started and needs to continue.

Action Step 1 [5]

Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.

Person Responsible

Joni Boggs

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms

Plan to Monitor Fidelity of Implementation of G4.B2.S1 [6]

Literacy Coach will model lessons for teachers to implement and participate in common planning for workshop implementation

Person Responsible

Joni Boggs

Schedule

Weekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans, observations, CLT agendas and minutes, observations

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

Observations and lesson plan will be monitored for implementation.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Classroom observations, running records, iReady

G4.B2.S2 Continue to provide professional development in balanced literacy. `4`
🔑 S280822

Strategy Rationale

The work has been started and needs to continue (Kagan resources and balanced literacy resources)

Action Step 1 `5`

Provide professional development for balanced literacy specifically words their way (WTW) and vocabulary.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

ERO, classroom observations

Plan to Monitor Fidelity of Implementation of G4.B2.S2 `6`

Implementation of balance literacy strategies in the classroom.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Classroom observations, running records

Plan to Monitor Effectiveness of Implementation of G4.B2.S2 `7`

Classroom observations of implementation.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Observational records, running records

G4.B3 Teachers need resources and training to support core instruction, helping struggling students and enrichment. 2

🔍 B264944

G4.B3.S1 Research and provide teachers with need more resources/texts. 4

🔍 S280823

Strategy Rationale

Teachers need more resources/texts including more books for classroom libraries.

Action Step 1 5

Teachers will be provided with resources to teach reading (classroom libraries, leveled readers, CFA's, books with information on reading/writing strategies)

Person Responsible

Joni Boggs

Schedule

Semiannually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Receipts of purchase, observations

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

Observations

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 8/25/2018

Evidence of Completion

Lesson plans, observations

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

Observations

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Receipts, classroom observations, inventory

G4.B3.S2 Provide researched based programs and training to support struggling readers. [4]

S280824

Strategy Rationale

Teachers need support in helping struggling readers.

Action Step 1 [5]

Provide strategies and training for interventions and enrichment.

Person Responsible

Joni Boggs

Schedule

Annually, from 8/15/2017 to 5/25/2018

Evidence of Completion

Data, MTSS records

Action Step 2 [5]

Train teachers on strategies for interventions.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Lesson plans, F & P running records, iReady

Action Step 3 [5]

Continue to provide support for PLCs/CLTs including purchasing books for reference.

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Evidence of checking out books and PLC/book discussion meetings, ERO, sign in rosters

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Review intervention programs/strategies.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Teacher made documentation, MTSS notes, increase in student achievement

Plan to Monitor Fidelity of Implementation of G4.B3.S2 6

Review CLE agendas, notes, observations and fidelity checklists

Person Responsible

Brenda Watkins

Schedule

Biweekly, from 8/15/2017 to 5/25/2018

Evidence of Completion

Review of CLT agendas and minutes, observations, fidelity checklists

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 7

Collect and analyze F & P records, iReady, iii data and ELA FSA results.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2017 to 5/25/2018

Evidence of Completion

F & P running records, iReady, and ELA FSA results

G4.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards. 2

🔑 B264945

G4.B4.S1 Provide support in standards based grading. 4

🔑 S280825

Strategy Rationale

Teachers need a better understanding of SBG and how it related to Florida Standards.

Action Step 1 5

Provide ongoing trainings and discussions on standards based grading and Florida Standards as needed.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

CLT agendas/minutes, sign in rosters, lesson plans, Focus

Action Step 2 5

Provide ELA FSA test items specs.

Person Responsible

Trisha Elliott

Schedule

On 9/23/2016

Evidence of Completion

Lesson plans and observations

Plan to Monitor Fidelity of Implementation of G4.B4.S1 `6`

Review and dissaggregate F & P running records, iReady results, ELA FSA results; review lesson plans.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, F & P running records, iReady results, ELA FSA results

Plan to Monitor Effectiveness of Implementation of G4.B4.S1 `7`

Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans.

Person Responsible

Joni Boggs

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Lesson plans, F & P running records, iReady results, ELA FSA results

G4.B6 Teachers need more time to help struggling students (especially EL students) `2`

`B264947`

G4.B6.S1 Provide after school tutoring and activities to help struggling students (i.e. EL students) `4`

`S280826`

Strategy Rationale

Historically EL students need more support due to language deficiencies. Also, other groups of struggling students lack support at home.

Action Step 1 `5`

Provide after school tutoring

Person Responsible

Trisha Elliott

Schedule

Weekly, from 10/27/2017 to 4/27/2018

Evidence of Completion

iReady, lesson plans, CFA's, Imagine Learning

Plan to Monitor Fidelity of Implementation of G4.B6.S1 `6`

Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning

Person Responsible

Trisha Elliott

Schedule

Biweekly, from 10/27/2017 to 4/27/2018

Evidence of Completion

Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning

Plan to Monitor Effectiveness of Implementation of G4.B6.S1 `7`

Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning

Person Responsible

Trisha Elliott

Schedule

Biweekly, from 10/27/2017 to 10/27/2017

Evidence of Completion

Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning

G5. Increase the percentage of students scoring proficiency on FSA Math. 1

🔑 G098487

G5.B1 Students' limited exposure to math in the real-world. 2

🔑 B264948

G5.B1.S1 Provide opportunities for students to explore real-world math during center activities, PBLs, and for homework. 4

🔑 S280827

Strategy Rationale

To allow students to make connections in lessons to real-world application.

Action Step 1 5

Collaborative Learning Team to analyze data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Person Responsible

Tiffany Reddick

Schedule

Triannually, from 8/15/2017 to 5/31/2018

Evidence of Completion

Meeting notes (contacted Trisha about obtaining school-wide iReady data 9/20/2017)

Action Step 2 5

Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.

Person Responsible

Andraya Coyle

Schedule

Semiannually, from 8/15/2017 to 5/31/2018

Evidence of Completion

Contact Home Depot and Publix about Family Night

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Review student work samples and student conferences.

Person Responsible

Brenda Watkins

Schedule

On 5/18/2017

Evidence of Completion

Work samples, lesson plans. guided math group notes, iReady, response to intervention (RtI)

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Analyze iReady, Formative and Summative assessment results.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/7/2016 to 5/18/2017

Evidence of Completion

Higher scores on assessments, proficiency of RtI, iReady, lesson plans

G5.B1.S2 Provide enrichment opportunities for higher performing students. 4

🔑 S280828

Strategy Rationale

To focus teachers on also providing enrichment opportunities for higher performing students.

Action Step 1 5

Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery.

Person Responsible

Tiffany Reddick

Schedule

Daily, from 9/6/2017 to 5/18/2018

Evidence of Completion

Lesson plans, intervention logs, reverse data dig, Sum Dog contests, Prodigy data

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Encourage teachers switching students for remediation and enrichment during iii time.

Person Responsible

Trisha Elliott

Schedule

Weekly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Student work samples, lesson plans, CLT agendas/minutes, observations, schedule

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 `7`

Provide higher performing students with enrichment opportunities.

Person Responsible

Tiffany Reddick

Schedule

Daily, from 9/7/2017 to 5/18/2018

Evidence of Completion

iReady scores, CFA"s assessments, student work samples/products, teacher toolbar,Sum Dog contests, Prodigy data

G5.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor. [2]

🔍 B264949

G5.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results. [4]

🔍 S280829

Strategy Rationale

Teachers need a better understanding with correlating data and how it relates to the FSA.

Action Step 1 [5]

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies. We need formative, summative, and remedial assessment resources other than CPalms and district tests. Make FSA review packets available from district that were prepared last year.

Person Responsible

Brenda Watkins

Schedule

Every 2 Months, from 9/7/2017 to 5/18/2018

Evidence of Completion

ERO sign in, lesson plans, observations, progress monitoring results

Action Step 2 [5]

Attend district Math PD Workshops.

Person Responsible

Brenda Watkins

Schedule

Every 2 Months, from 9/7/2017 to 5/18/2018

Evidence of Completion

ERO sign-in, implementation of strategies learned, notes

Action Step 3 5

Provide opportunities for teachers to attend conferences about math.

Person Responsible

Brenda Watkins

Schedule

Annually, from 10/2/2017 to 6/29/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B2.S1 6

Monitor weekly lesson plans, meeting minutes, classroom experiences.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans, observations of lesson delivery, CLT agenda/minutes

Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Observe classroom lessons, iReady results, Math FSA.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Meeting minutes, lesson plans, lesson implementation

G5.B3 Teacher understanding of FSA and assessment specs. 2

🔑 B264950

G5.B3.S1 Provide teachers with FSA math test item specs. 4

🔑 S280830

Strategy Rationale

Teachers need to be able to understand Florida Standards and how they will be assessed.

Action Step 1 5

Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.

Person Responsible

Trisha Elliott

Schedule

On 5/24/2018

Evidence of Completion

FSA specs resource binder

Action Step 2 5

Use test items specs, iReady, ISM's and CFA's during CLT meetings to determine student needs and possible interventions.

Person Responsible

Tiffany Reddick

Schedule

Weekly, from 8/15/2017 to 5/24/2018

Evidence of Completion

FSA specs resource binder, CLT meeting notes

Plan to Monitor Fidelity of Implementation of G5.B3.S1 6

Review of student work samples, common assessments, lesson plans, informal observations.

Person Responsible

Brenda Watkins

Schedule

Monthly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Lesson plans, iReady results, student work samples, CLT agendas and minutes

Plan to Monitor Effectiveness of Implementation of G5.B3.S1 7

Review of iReady Assessment scores.

Person Responsible

Trisha Elliott

Schedule

Monthly, from 9/7/2017 to 5/18/2018

Evidence of Completion

iReady assessments, student work samples, standards mastery iReady

G5.B5 Lower performing students need more differentiated instruction. 2

🔑 B264952

G5.B5.S1 Defined intervention time for every grade level. 4

🔑 S280832

Strategy Rationale

To provide specific intervention time and strategies to lower performing students.

Action Step 1 5

Implement math workshop within the classroom.

Person Responsible

Tiffany Reddick

Schedule

Weekly, from 8/15/2017 to 5/18/2018

Evidence of Completion

Classroom observation, lesson plans, CLT agendas/minutes

Plan to Monitor Fidelity of Implementation of G5.B5.S1 6

Implementation of differentiated math instruction.

Person Responsible

Tiffany Reddick

Schedule

Daily, from 8/15/2017 to 5/18/2018

Evidence of Completion

Guided math conference notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B5.S1 `7`

Analyze i-Ready testing, Formative and Summative assessments.

Person Responsible

Tiffany Reddick

Schedule

Weekly, from 9/7/2017 to 5/18/2018

Evidence of Completion

i-Ready testing, Formative and Summative assessments results

G5.B5.S2 Implement i-Ready instruction for individual students in grades 3-5. `4`

🔑 S280833

Strategy Rationale

Students need basic skill practice.

Action Step 1 `5`

New teachers will be trained on how to use iReady instruction, iSM's, and progress monitoring.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 10/3/2017 to 5/18/2018

Evidence of Completion

Student response to instruction reports

Plan to Monitor Fidelity of Implementation of G5.B5.S2 6

Provide opportunities for students to have computer time to complete prescribed lessons.

Person Responsible

Tiffany Reddick

Schedule

Daily, from 9/7/2017 to 5/18/2018

Evidence of Completion

Lesson plans, student response to instruction report

Plan to Monitor Effectiveness of Implementation of G5.B5.S2 7

Analyze i-Ready diagnostic, Formative and Summative assessment results.

Person Responsible

Trisha Elliott

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Student response to instruction report, CLT agenda/minutes, assessment records

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					
G4.B4.S1.A2 A378619	Provide ELA FSA test items specs.	Elliott, Trisha	8/15/2016	Lesson plans and observations	9/23/2016 one-time
G5.B1.S1.MA1 M410335	Analyze iReady, Formative and Summative assessment results.	Elliott, Trisha	9/7/2016	Higher scores on assessments, proficiency of RtI, iReady, lesson plans	5/18/2017 monthly
G5.B1.S1.MA1 M410336	Review student work samples and student conferences.	Watkins, Brenda	9/7/2016	Work samples, lesson plans. guided math group notes, iReady, response to intervention (RtI)	5/18/2017 one-time
G1.MA1 M410300	Analyze common assessment and benchmark assessments for student growth.	Watkins, Brenda	8/15/2016	District benchmark resultsm lesson plans, observations	5/26/2017 quarterly
G1.B1.S1.MA1 M410294	Science team members will collect artifacts and provide feedback to staff on science activities...	Elliott, Trisha	8/15/2016	Science team meeting notes and artifacts of activities implemented at each grade level.	5/26/2017 monthly
G1.B1.S1.MA1 M410295	Science team will provide feedback to and from grade level groups on implementation of science...	Elliott, Trisha	8/15/2016	Science meeting notes on grade level check in of implementation; artifacts collected by science team members	5/26/2017 monthly
G1.B2.S1.MA1 M410296	Analyze data from benchmarks, CFA's.	Elliott, Trisha	8/15/2016	Benchmark data	5/26/2017 one-time
G1.B2.S1.MA1 M410297	Review new teacher reflection log.	Elliott, Trisha	8/15/2016	Reflection notes and journal	5/26/2017 monthly
G1.B2.S1.A1 A378588	Continue training with STEMscopes	Sanchez, Elaine	8/15/2016	Meeting notes, agenda, sign in roster	5/26/2017 monthly
G1.B3.S1.MA1 M410298	Monitor science benchmark results, lesson plans, CFA's, observations	Watkins, Brenda	8/15/2016	Observations, district science benchmark, science journals, CFA's	5/26/2017 quarterly
G1.B3.S1.MA1 M410299	Implementation of STEM activities	Watkins, Brenda	8/15/2016	Observations, lesson plans, science journals	5/26/2017 quarterly
G1.B3.S1.A1 A378589	Teachers will plan implementation/ revision of STEM labs, shared scales for science benchmarks.	Elliott, Trisha	8/15/2016	Lesson plan reviews, classroom observations, rubrics/scales, student feedback	5/26/2017 monthly
G3.B2.S1.MA1 M410308	Discussion and formulating instruction based on pre and post writing tests at predetermined CLT...	Watkins, Brenda	8/15/2016	CLT agendas and minutes, student writing samples	5/26/2017 monthly
G3.B2.S1.MA1 M410309	Writing progressions will be used for CLT's.	Watkins, Brenda	8/15/2016	CLT agendas and minutes, student writing samples	5/26/2017 monthly
G3.B2.S1.A1 A378604	Provide teachers with ELA writing specs and rubrics.	Watkins, Brenda	8/15/2016	Progression scales, rubrics, lesson plans, observations, and writing samples	5/26/2017 one-time
G4.B2.S1.MA1 M410321	Observations and lesson plan will be monitored for implementation.	Boggs, Joni	8/15/2016	Classroom observations, running records, iReady	5/26/2017 monthly
G4.B4.S1.MA1 M410330	Review and dissaggregate F & P records, iReady results, ELA FSA results; review lesson plans.	Boggs, Joni	8/15/2016	Lesson plans, F & P running records, iReady results, ELA FSA results	5/26/2017 monthly
G4.B4.S1.MA1 M410331	Review and dissaggregate F & P running records, iReady results, ELA FSA results; review lesson...	Boggs, Joni	8/15/2016	Lesson plans, F & P running records, iReady results, ELA FSA results	5/26/2017 monthly
G4.B4.S1.A1 A378618	Provide ongoing trainings and discussions on standards based grading and Florida Standards as...	Elliott, Trisha	8/15/2016	CLT agendas/minutes, sign in rosters, lesson plans, Focus	5/26/2017 monthly
G3.B2.S2.MA1 M410310	Implementation will be monitored through classroom observations during writing instruction and...	Watkins, Brenda	8/15/2016	Student writing samples, formal and informal observations, lesson plans	5/26/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B2.S2.MA1 🔍 M410311	Classroom observations and student writing samples will support implementation	Boggs, Joni	8/15/2016	Student writing samples, informal and formal observations, CLT agendas and minutes	5/26/2017 monthly
G3.B2.S2.A1 🔍 A378605	Purchase writing resources for teachers	Watkins, Brenda	8/15/2016		5/26/2017 semiannually
G5.B5.S2.MA1 🔍 M410345	Analyze i-Ready diagnostic, Formative and Summative assessment results.	Elliott, Trisha	8/15/2016	Student response to instruction report, CLT agenda/minutes, assessment records	5/26/2017 quarterly
G4.B1.S1.A1 🔍 A378606	Provide grades 3, 4, and 5 teachers with FSA ELA test items specs, unit frameworks, and common...	Elliott, Trisha	8/15/2017	Teachers referring to test item specs during meetings, lesson plans, CLT agendas and minutes	9/15/2017 one-time
G4.B6.S1.MA1 🔍 M410332	Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress...	Elliott, Trisha	10/27/2017	Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning	10/27/2017 biweekly
G1.B1.S1.A1 🔍 A378587	Provide support and locate opportunities for teachers of science to attend district science...	Elliott, Trisha	8/15/2017	ERO sign in sheets, meetings and follow up with Science Coordinator, Evidence found from Science SIP conversations/meeting notes and agendas.	3/9/2018 every-2-months
G4.B6.S1.MA1 🔍 M410333	Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress...	Elliott, Trisha	10/27/2017	Select students based on iReady progress reports, lessons, CFA's. Review lessons and progress monitoring reports, Imagine Learning	4/27/2018 biweekly
G4.B6.S1.A1 🔍 A378620	Provide after school tutoring	Elliott, Trisha	10/27/2017	iReady, lesson plans, CFA's, Imagine Learning	4/27/2018 weekly
G5.MA1 🔍 M410347	Analyze iReady, Formative and Summative assessment data.	Reddick, Tiffany	9/7/2017	All data will be used to determine progress toward target.	5/18/2018 monthly
G5.B2.S1.MA1 🔍 M410339	Observe classroom lessons, iReady results, Math FSA.	Elliott, Trisha	8/15/2017	Meeting minutes, lesson plans, lesson implementation	5/18/2018 monthly
G5.B2.S1.MA1 🔍 M410340	Monitor weekly lesson plans, meeting minutes, classroom experiences.	Elliott, Trisha	9/7/2017	Lesson plans, observations of lesson delivery, CLT agenda/minutes	5/18/2018 monthly
G5.B2.S1.A1 🔍 A378624	Schedule Steve Layson to provide professional development for teachers relating to math trends,...	Watkins, Brenda	9/7/2017	ERO sign in, lesson plans, observations, progress monitoring results	5/18/2018 every-2-months
G5.B2.S1.A2 🔍 A378625	Attend district Math PD Workshops.	Watkins, Brenda	9/7/2017	ERO sign-in, implementation of strategies learned, notes	5/18/2018 every-2-months
G5.B3.S1.MA1 🔍 M410341	Review of iReady Assessment scores.	Elliott, Trisha	9/7/2017	iReady assessments, student work samples, standards mastery iReady	5/18/2018 monthly
G5.B3.S1.MA1 🔍 M410342	Review of student work samples, common assessments, lesson plans, informal observations.	Watkins, Brenda	8/15/2017	Lesson plans, iReady results, student work samples, CLT agendas and minutes	5/18/2018 monthly
G5.B5.S1.MA1 🔍 M410343	Analyze i-Ready testing, Formative and Summative assessments.	Reddick, Tiffany	9/7/2017	i-Ready testing, Formative and Summative assessments results	5/18/2018 weekly
G5.B5.S1.MA1 🔍 M410344	Implementation of differentiated math instruction.	Reddick, Tiffany	8/15/2017	Guided math conference notes, lesson plans	5/18/2018 daily
G5.B5.S1.A1 🔍 A378629	Implement math workshop within the classroom.	Reddick, Tiffany	8/15/2017	Classroom observation, lesson plans, CLT agendas/minutes	5/18/2018 weekly
G5.B1.S2.MA1 🔍 M410337	Provide higher performing students with enrichment opportunities.	Reddick, Tiffany	9/7/2017	iReady scores, CFA''s assessments, student work samples/products, teacher toolbar,Sum Dog contests, Prodigy data	5/18/2018 daily
G5.B1.S2.MA1 🔍 M410338	Encourage teachers switching students for remediation and enrichment during iii time.	Elliott, Trisha	9/7/2017	Student work samples, lesson plans, CLT agendas/minutes, observations, schedule	5/18/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S2.A1 🔑 A378623	Identify a 30 minute intervention time that can be used for higher performing students. Work with...	Reddick, Tiffany	9/6/2017	Lesson plans, intervention logs, reverse data dig, Sum Dog contests, Prodigy data	5/18/2018 daily
G5.B5.S2.MA1 🔑 M410346	Provide opportunities for students to have computer time to complete prescribed lessons.	Reddick, Tiffany	9/7/2017	Lesson plans, student response to instruction report	5/18/2018 daily
G5.B5.S2.A1 🔑 A378630	New teachers will be trained on how to use iReady instruction, iSM's, and progress monitoring.	Elliott, Trisha	10/3/2017	Student response to instruction reports	5/18/2018 quarterly
G5.B3.S1.A1 🔑 A378627	Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.	Elliott, Trisha	8/15/2017	FSA specs resource binder	5/24/2018 one-time
G5.B3.S1.A2 🔑 A378628	Use test items specs, iReady, ISM's and CFA's during CLT meetings to determine student needs and...	Reddick, Tiffany	8/15/2017	FSA specs resource binder, CLT meeting notes	5/24/2018 weekly
G2.MA1 🔑 M410305	Monitor sign in rosters.	Sprott, Lisa	8/15/2017	Sign in rosters and exit tickets will be used to monitor attendance and participation.	5/25/2018 quarterly
G3.MA1 🔑 M410312	Writing scores on FSA ELA writing will increase.	Watkins, Brenda	8/15/2017	FSA ELA writing scores	5/25/2018 one-time
G4.MA1 🔑 M410334	Use progressing monitoring tools.	Boggs, Joni	8/15/2017	iReady, F& P running records, FSA ELA results, lesson plans, ERO, Imagine Learning	5/25/2018 monthly
G2.B1.S1.MA1 🔑 M410301	Parents will give input into programs.	Sprott, Lisa	8/15/2017	Surveys, sign in rosters, pictures	5/25/2018 monthly
G2.B1.S1.MA1 🔑 M410302	Monitor for increase in parent involvement.	Sprott, Lisa	8/15/2017	Observation, sign in rosters	5/25/2018 monthly
G2.B1.S1.A1 🔑 A378590	Continue using monthly News Letter; website, social media, phone messages, and emails.	Sprott, Lisa	8/15/2017	Newsletters, script from phone messages, website, emails	5/25/2018 monthly
G2.B1.S1.A2 🔑 A378591	PTA will have teacher representatives to increase communication between PTA and teachers..	Watkins, Brenda	8/15/2017	Minutes from PTA meetings	5/25/2018 monthly
G2.B2.S1.MA1 🔑 M410303	Parents will complete activities and complete exit tickets.	Sprott, Lisa	8/15/2017	Sign in rosters, exit tickets, photos	5/25/2018 quarterly
G2.B2.S1.MA1 🔑 M410304	Parents will sign in and will be monitored.	Sprott, Lisa	8/15/2017	Sign in sheets, exit tickets, photos	5/25/2018 quarterly
G2.B2.S1.A1 🔑 A378593	Invite parents to attend a Career Day.	Teran, Claudia	9/11/2017	Attendance sign in, activities, student writing projects	5/25/2018 one-time
G2.B2.S1.A2 🔑 A378594	Research/ implement a Publix evening for parents and students to attend.	Coyle, Andraya	9/30/2017	Attendance sign in, flyer	5/25/2018 one-time
G2.B2.S1.A3 🔑 A378595	Invite Parents and Community to participate Literacy activities	Sprott, Lisa	8/15/2017	Sign in roster	5/25/2018 one-time
G2.B2.S1.A4 🔑 A378596	Correspond with PTA to combine activities with PTA General meetings.	Sprott, Lisa	9/9/2017	Sign in roster	5/25/2018 quarterly
G2.B2.S1.A5 🔑 A378597	Parents will be invited to attend classroom/school-wide celebrations	Sprott, Lisa	8/15/2017		5/25/2018 quarterly
G2.B2.S1.A6 🔑 A378598	Parents and students will attend a STEM night.	Dulin, Rebecca	9/18/2017	sign in rosters and exit surveys	5/25/2018 one-time
G2.B2.S1.A7 🔑 A378599	Family Art nights are scheduled quarterly and Gallery night once a year.	Reynolds, Joelle	10/2/2017	Sign in rosters	5/25/2018 quarterly
G3.B1.S1.MA1 🔑 M410306	Monitor student writing samples.	Boggs, Joni	8/15/2017	Student writing samples, lesson plans	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.MA1 M410307	Monitor lesson plans, ERO records, student writing samples, CLT agendas and minutes.	Watkins, Brenda	8/15/2017	Student progression in writing samples or lack of progression, intervention strategies, informal observation	5/25/2018 monthly
G3.B1.S1.A1 A378600	Collaborate with other schools, district writing coaches, and outside PD to provide professional...	Boggs, Joni	8/15/2017	Inservices records, ERO, rosters	5/25/2018 monthly
G3.B1.S1.A2 A378601	Administrators, Literacy Coach and teachers will participate in district writing inservices to...	Boggs, Joni	8/15/2017	student writing samples, lesson plans	5/25/2018 monthly
G3.B1.S1.A3 A378602	Provide opportunities for teachers to visit classrooms using evidence-based practices in writing.	Watkins, Brenda	8/15/2017	Observations, notes from teachers	5/25/2018 quarterly
G3.B1.S1.A4 A378603	Implement regular FSA writing prompts and reviewing data during CLT meetings.	Boggs, Joni	8/15/2017	Writing samples, meeting agendas and minutes	5/25/2018 monthly
G4.B1.S1.MA1 M410313	Teachers will provide feedback on student progress.	Watkins, Brenda	8/15/2017	Observations, CLT minutes, conferences	5/25/2018 weekly
G4.B1.S1.MA1 M410314	Teachers will use ELA Test item specs for planning and CLT.	Watkins, Brenda	8/15/2017	Coach's Log Evaluations in ERO Sign-in Forms, lesson plans, observations	5/25/2018 weekly
G4.B2.S1.MA1 M410322	Literacy Coach will model lessons for teachers to implement and participate in common planning for...	Boggs, Joni	8/15/2017	Lesson plans, observations, CLT agendas and minutes, observations	5/25/2018 weekly
G4.B2.S1.A1 A378612	Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.	Boggs, Joni	8/15/2017	Coaches' Log Evaluations in ERO Sign-in Forms	5/25/2018 weekly
G4.B3.S1.MA1 M410325	Observations	Boggs, Joni	8/15/2017	Receipts, classroom observations, inventory	5/25/2018 monthly
G4.B3.S1.A1 A378614	Teachers will be provided with resources to teach reading (classroom libraries, leveled readers,...	Boggs, Joni	8/15/2017	Receipts of purchase, observations	5/25/2018 semiannually
G4.B1.S2.MA1 M410315	Ongoing open sessions with the literacy coach and classroom observations will be used.	Boggs, Joni	8/15/2017	Observations, lesson plans, teacher surveys	5/25/2018 weekly
G4.B1.S2.MA1 M410316	Evidence of strategies being implemented will be observed through classroom observations.	Boggs, Joni	8/15/2017	Observation records, mini lesson plans, ERO	5/25/2018 weekly
G4.B1.S2.A1 A378607	Literacy coach will hold open sessions for teachers to seek support. Teachers will complete 2...	Boggs, Joni	8/15/2017	Notes from teachers attending, ERO attendance, observations	5/25/2018 monthly
G4.B1.S2.A2 A378608	Literacy Coach will model balanced literacy in the classroom	Boggs, Joni	8/15/2017	Literacy coach schedule and notes	5/25/2018 monthly
G4.B1.S2.A3 A378609	Teachers have their own lesson video recorded to use for self-reflection	Boggs, Joni	8/15/2017	Videoed lessons and self reflection notes.	5/25/2018 semiannually
G4.B2.S2.MA1 M410323	Classroom observations of implementation.	Boggs, Joni	8/15/2017	Observational records, running records	5/25/2018 monthly
G4.B2.S2.MA1 M410324	Implementation of balance literacy strategies in the classroom.	Boggs, Joni	8/15/2017	Classroom observations, running records	5/25/2018 monthly
G4.B2.S2.A1 A378613	Provide professional development for balanced literacy specifically words their way (WTW) and...	Boggs, Joni	8/15/2017	ERO, classroom observations	5/25/2018 monthly
G4.B3.S2.MA1 M410327	Collect and analyze F & P records, iReady, iii data and ELA FSA results.	Boggs, Joni	8/15/2017	F & P running records, iReady, and ELA FSA results	5/25/2018 monthly
G4.B3.S2.MA1 M410328	Review intervention programs/ strategies.	Boggs, Joni	8/15/2017	Teacher made documentation, MTSS notes, increase in student achievement	5/25/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S2.MA3 🔍 M410329	Review CLE agendas, notes, observations and fidelity checklists	Watkins, Brenda	8/15/2017	Review of CLT agendas and minutes, observations, fidelity checklists	5/25/2018 biweekly
G4.B3.S2.A1 🔍 A378615	Provide strategies and training for interventions and enrichment.	Boggs, Joni	8/15/2017	Data, MTSS records	5/25/2018 annually
G4.B3.S2.A2 🔍 A378616	Train teachers on strategies for interventions.	Boggs, Joni	8/15/2017	Lesson plans, F & P running records, iReady	5/25/2018 monthly
G4.B3.S2.A3 🔍 A378617	Continue to provide support for PLCs/ CLTs including purchasing books for reference.	Watkins, Brenda	8/15/2017	Evidence of checking out books and PLC/book discussion meetings, ERO, sign in rosters	5/25/2018 biweekly
G4.B1.S3.MA1 🔍 M410317	Implementation will be monitored through observations and iReady scores.	Watkins, Brenda	8/15/2017	iObservation, running records, iReady scores, CFA's, lesson plans	5/25/2018 quarterly
G4.B1.S3.MA1 🔍 M410318	Implementation will be monitored through classroom observations and through student progress...	Watkins, Brenda	8/15/2017	iObservation, running records, iReady scores, CFA's, lesson plans	5/25/2018 quarterly
G4.B1.S3.A1 🔍 A378610	Continue to provide trainings on balanced literacy for all grades.	Boggs, Joni	8/15/2017	Running records, iObservation, iReady, CFA's, ERO	5/25/2018 quarterly
G4.B1.S4.MA1 🔍 M410319	Admin and literacy coach will attend meetings.	Watkins, Brenda	8/15/2017	Agendas, minutes, common assessments, observations	5/25/2018 weekly
G4.B1.S4.MA1 🔍 M410320	Admin and literacy coach will attend CLT meetings.	Watkins, Brenda	8/15/2017	Agendas, minutes, formative assessments, student data, observations	5/25/2018 weekly
G4.B1.S4.A1 🔍 A378611	Provide additional training and support for grade levels to take control of their own meetings.	Watkins, Brenda	8/15/2017	Meeting agendas, minutes, data, common formative assessments	5/25/2018 monthly
G5.B1.S1.A1 🔍 A378621	Collaborative Learning Team to analyze data and determine needs in order to assist with increasing...	Reddick, Tiffany	8/15/2017	Meeting notes (contacted Trisha about obtaining school-wide iReady data 9/20/2017)	5/31/2018 triannually
G5.B1.S1.A2 🔍 A378622	Scenarios and problems that pertain to real-world math topics will be presented for students to...	Coyle, Andraya	8/15/2017	Contact Home Depot and Publix about Family Night	5/31/2018 semiannually
G5.B2.S1.A3 🔍 A378626	Provide opportunities for teachers to attend conferences about math.	Watkins, Brenda	10/2/2017		6/29/2018 annually
G4.B3.S1.MA1 🔍 M410326	Observations	Boggs, Joni	8/15/2017	Lesson plans, observations	8/25/2018 monthly

V. Professional Development Opportunities

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

G1. The percentage of students scoring at level 3 or above in Science will increase.

G1.B2 All teachers need ongoing work and follow up with utilizing STEMscopes and identifying resources.

G1.B2.S1 Provide opportunities for new teachers to receive information or training by veteran teachers and district personnel.

PD Opportunity 1

Continue training with STEMscopes

Facilitator

Elaine Sanchez, Becky Dulin, Trisha Elliott

Participants

New teachers and teachers needing additional support

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G3. Increase number of students scoring proficiency on FSA ELA writing.

G3.B1 Professional development in writing

G3.B1.S1 Provide professional development opportunities.

PD Opportunity 1

Collaborate with other schools, district writing coaches, and outside PD to provide professional development strategies in writing.

Facilitator

Brenda Watkins, Trisha Elliott, Joni Boggs

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

PD Opportunity 2

Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.

Facilitator

District Writing team

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G4. Increase the percentage of students scoring at proficiency on state ELA assessment.

G4.B1 Teachers need deeper understanding and experience with the integration and knowledge of FSA ELA.

G4.B1.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

PD Opportunity 1

Literacy coach will hold open sessions for teachers to seek support. Teachers will complete 2 modules in Edivate on Reading Mini-lessons and matching books to readers.

Facilitator

Boggs, Joni

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G4.B1.S3 Continue to provide balanced literacy trainings in all grade levels.

PD Opportunity 1

Continue to provide trainings on balanced literacy for all grades.

Facilitator

Outside PD balanced literacy trainers, district balanced literacy trainers, Joni Boggs

Participants

all teachers

Schedule

Quarterly, from 8/15/2017 to 5/25/2018

G4.B1.S4 Continue to model CLT's but gradually release to teachers.

PD Opportunity 1

Provide additional training and support for grade levels to take control of their own meetings.

Facilitator

Brenda Watkins, Trisha Elliott, district instructional coaches, Joni Boggs

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G4.B2 Instructional Staff needs more support in vocabulary instruction, interventions, and words their way (WTW).

G4.B2.S1 Continue to provide teachers with strategies for differentiated instruction.

PD Opportunity 1

Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.

Facilitator

Joni Boggs, district PD support and outside PD trainers

Participants

Teachers

Schedule

Weekly, from 8/15/2017 to 5/25/2018

G4.B2.S2 Continue to provide professional development in balanced literacy.

PD Opportunity 1

Provide professional development for balanced literacy specifically words their way (WTW) and vocabulary.

Facilitator

District, school and outside PD providers

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G4.B3 Teachers need resources and training to support core instruction, helping struggling students and enrichment.

G4.B3.S2 Provide researched based programs and training to support struggling readers.

PD Opportunity 1

Train teachers on strategies for interventions.

Facilitator

Joni Boggs

Participants

Teachers

Schedule

Monthly, from 8/15/2017 to 5/25/2018

G4.B4 Teachers need a better understanding about SBG and how it relates to Florida Standards.

G4.B4.S1 Provide support in standards based grading.

PD Opportunity 1

Provide ongoing trainings and discussions on standards based grading and Florida Standards as needed.

Facilitator

Trisha Elliott, Brenda Watkins, Joni Boggs

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/26/2017

G5. Increase the percentage of students scoring proficiency on FSA Math.

G5.B2 Teachers need time to acquire deeper understanding of teaching Florida Standards (both content and process standards) with increased academic rigor.

G5.B2.S1 Provide professional development opportunities to help teachers make education decisions using past state assessment results and progress monitoring results.

PD Opportunity 1

Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies. We need formative, summative, and remedial assessment resources other than CPalms and district tests. Make FSA review packets available from district that were prepared last year.

Facilitator

Steve Layson

Participants

Teachers (grades 3-5 + ESE) in the beginning and later expand to grades K-2

Schedule

Every 2 Months, from 9/7/2017 to 5/18/2018

PD Opportunity 2

Attend district Math PD Workshops.

Facilitator

Heather Padgett; Steve Layson

Participants

Teachers and coaches (grades 3-5)

Schedule

Every 2 Months, from 9/7/2017 to 5/18/2018

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	Provide support and locate opportunities for teachers of science to attend district science workshops.	$0.00
2	G1.B2.S1.A1	Continue training with STEMscopes	$0.00
3	G1.B3.S1.A1	Teachers will plan implementation/revision of STEM labs, shared scales for science benchmarks.	$0.00
4	G2.B1.S1.A1	Continue using monthly News Letter; website, social media, phone messages, and emails.	$0.00
5	G2.B1.S1.A2	PTA will have teacher representatives to increase communication between PTA and teachers..	$0.00
6	G2.B2.S1.A1	Invite parents to attend a Career Day.	$0.00
7	G2.B2.S1.A2	Research/ implement a Publix evening for parents and students to attend.	$0.00
8	G2.B2.S1.A3	Invite Parents and Community to participate Literacy activities	$0.00
9	G2.B2.S1.A4	Correspond with PTA to combine activities with PTA General meetings.	$0.00
10	G2.B2.S1.A5	Parents will be invited to attend classroom/school-wide celebrations	$0.00
11	G2.B2.S1.A6	Parents and students will attend a STEM night.	$500.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0301 - Crystal Lake Elementary School	School Improvement Funds		$500.00
		Notes: STEM Night			

12	G2.B2.S1.A7	Family Art nights are scheduled quarterly and Gallery night once a year.	$0.00
13	G3.B1.S1.A1	Collaborate with other schools, district writing coaches, and outside PD to provide professional development strategies in writing.	$0.00
14	G3.B1.S1.A2	Administrators, Literacy Coach and teachers will participate in district writing inservices to expand implementation school-wide.	$0.00
15	G3.B1.S1.A3	Provide opportunities for teachers to visit classrooms using evidence-based practices in writing.	$0.00
16	G3.B1.S1.A4	Implement regular FSA writing prompts and reviewing data during CLT meetings.	$0.00
17	G3.B2.S1.A1	Provide teachers with ELA writing specs and rubrics.	$0.00
18	G3.B2.S2.A1	Purchase writing resources for teachers	$0.00
19	G4.B1.S1.A1	Provide grades 3, 4, and 5 teachers with FSA ELA test items specs, unit frameworks, and common assessments.	$0.00

#	Code	Description	Amount
20	G4.B1.S2.A1	Literacy coach will hold open sessions for teachers to seek support. Teachers will complete 2 modules in Edivate on Reading Mini-lessons and matching books to readers.	$0.00
21	G4.B1.S2.A2	Literacy Coach will model balanced literacy in the classroom	$0.00
22	G4.B1.S2.A3	Teachers have their own lesson video recorded to use for self-reflection	$0.00
23	G4.B1.S3.A1	Continue to provide trainings on balanced literacy for all grades.	$3,800.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Crystal Lake Elementary School	School Improvement Funds		$0.00
			Notes: L. Mercantini (Gr. 2-5) $1300 T. Salvador Fuller (Gr. K-1) 2500			
			0301 - Crystal Lake Elementary School	School Improvement Funds		$3,800.00
			Notes: L. Mercantini (Gr. 2-5) $1300 T. Salvador Fuller (Gr. K-1) 2500			

#	Code	Description	Amount
24	G4.B1.S4.A1	Provide additional training and support for grade levels to take control of their own meetings.	$0.00
25	G4.B2.S1.A1	Model Lessons, Professional Development/Trainings, Individual Teacher Discussions.	$0.00
26	G4.B2.S2.A1	Provide professional development for balanced literacy specifically words their way (WTW) and vocabulary.	$0.00
27	G4.B3.S1.A1	Teachers will be provided with resources to teach reading (classroom libraries, leveled readers, CFA's, books with information on reading/writing strategies)	$1,043.33

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0301 - Crystal Lake Elementary School	School Improvement Funds		$1,043.33

#	Code	Description	Amount
28	G4.B3.S2.A1	Provide strategies and training for interventions and enrichment.	$0.00
29	G4.B3.S2.A2	Train teachers on strategies for interventions.	$0.00
30	G4.B3.S2.A3	Continue to provide support for PLCs/CLTs including purchasing books for reference.	$0.00
31	G4.B4.S1.A1	Provide ongoing trainings and discussions on standards based grading and Florida Standards as needed.	$0.00
32	G4.B4.S1.A2	Provide ELA FSA test items specs.	$0.00
33	G4.B6.S1.A1	Provide after school tutoring	$5,590.50

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	160-Other Support Personnel	0301 - Crystal Lake Elementary School	General Fund		$5,590.50

		Notes: SAI funds	
34	G5.B1.S1.A1	Collaborative Learning Team to analyze data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.	$0.00
35	G5.B1.S1.A2	Scenarios and problems that pertain to real-world math topics will be presented for students to explore and solve.	$0.00
36	G5.B1.S2.A1	Identify a 30 minute intervention time that can be used for higher performing students. Work with teachers on methods of delivery.	$0.00
37	G5.B2.S1.A1	Schedule Steve Layson to provide professional development for teachers relating to math trends, progress monitoring results, next steps and intervention strategies. We need formative, summative, and remedial assessment resources other than CPalms and district tests. Make FSA review packets available from district that were prepared last year.	$0.00
38	G5.B2.S1.A2	Attend district Math PD Workshops.	$0.00
39	G5.B2.S1.A3	Provide opportunities for teachers to attend conferences about math.	$1,200.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0301 - Crystal Lake Elementary School	School Improvement Funds		$1,200.00

40	G5.B3.S1.A1	Make copies of FSA Math test items specs and provide to all teachers in grades 3-5 including ESE.	$0.00
41	G5.B3.S1.A2	Use test items specs, iReady, ISM's and CFA's during CLT meetings to determine student needs and possible interventions.	$0.00
42	G5.B5.S1.A1	Implement math workshop within the classroom.	$0.00
43	G5.B5.S2.A1	New teachers will be trained on how to use iReady instruction, iSM's, and progress monitoring.	$0.00
		Total:	$12,133.83