

Polk County Public Schools

Crystal Lake Elementary School



2017-18 Schoolwide Improvement Plan

Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	F*	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

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

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

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

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

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

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

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

Violence Prevention Programs

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

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

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

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

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

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

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

3. Early Warning Systems

The school's response to this section may 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.

The district EWS system to monitor attendance, tardies, grades, discipline and other key indicators are used in addition to school level monitoring of monthly data.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	16	25	10	17	12	7	0	0	0	0	0	0	0	87
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	5	2	2	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	0	0	0	0	0	0	0	88

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

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

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

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

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

Guidance and administration manage the MTSS process to monitor interventions for students needing supports. These are planned monthly with teams.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

Yes

1. PFEP Link

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

2. Description

School will use Parent Involvement Plan to meet requirements.

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Kim, Bryan	Principal
Perry, Swanyetta	Assistant Principal
Grooms, Rochelle	School Counselor
gambill, deanna	Paraprofessional
Skeates, Shannon	Other
Murdock, Lisa	Instructional Coach
Freebern, Geoff	Psychologist

b. Duties

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

Bryan Kim- Principal

Swanyetta Perry - Assistant Principal

Lisa Murdock- Math Coach- leader for Math planning, coaching, providing PD, data analysis and problem solving.

Shannon Skeates- Reading Coach, leader for ELA planning, coaching, data analysis, providing PD and problem solving.

Geoff Freebern – School Psychologist – Student Evaluator

Rochelle Grooms – Guidance Counselor – MTSS – Academic Support

Homer Spencer - ESE Teacher

Grade Chairs/Teacher Leaders for grades K-5 (to be determined)

Deanna Gambill - Title One Parental Involvement Para

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

The MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement using the Problem Solving Model.

The MTSS Leadership Team will meet at least once per month (or more frequently as needed) to engage in the following activities:

- Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks. This will be done bi-weekly if new data is available.
- Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.
- Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

- Intervention teams also foster a sense of collegiality and mutual support among educators, promote the use of evidence-based interventions, and support teachers in carrying out intervention plans.

Title I, Part A

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

Title II

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

Title III

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

Violence Prevention Programs

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

Nutrition Programs

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

Head Start

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

2. School Advisory Council (SAC)

a. Membership

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

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

b. Duties

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

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

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

b. Development of this school improvement plan

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

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

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

Purchase of supplies for Extended Learning Initiatives - \$1,500.00

Purchase supplies for Parental Involvement Programs to address At-Risk subgroups - \$2,000.00

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Perry, Swanyetta	Assistant Principal
Kim, Bryan	Assistant Principal
Skeates, Shannon	Instructional Coach
Grooms, Rochelle	School Counselor
Murdock, Lisa	Instructional Coach

b. Duties

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

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

D. Public and Collaborative Teaching

The school's 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.

There is a master schedule so that teachers know when and what to plan/instruct. Teachers and staff attend weekly PLC's, Thursdays, during their planning time a minimum of once a week sometimes twice a week depending on the focus. Teachers are expected to collaboratively plan with their grade level weekly on Tuesday with the ELA or Math coach for the following week. Coaches and/or administration guide those planning sessions.

The school provides new teachers with "teacher mentors." Administration and instructional/support staff offer positive feedback , which provides for a high morale work environment.

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

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

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

The mentor(s) & mentee are paired based on grade level or content similarities. Also, teacher effectiveness is considered when selecting those to serve as mentors. The are expected to meet periodically in order to complete the following:

- Required effective focused instructional strategies.
(Authentic Literacy, Writing, & Vocabulary Instruction)

- First Year Teacher Program (Classroom Management, Organization, Professional Development, & Teacher Evaluation Program.)
- Assist New Teachers assigned to the school with specific needs. (i.e – Curriculum concerns, supplies issues, etc.)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The school incorporates district provided researched-based materials, such as Go-Math, Reading Wonders, Wonder Works, Achieve 3000, CCC Streaming, and other resources on CPALMS. These are district approved programs that support and/or are aligned to the Florida Standards. In addition, the district curriculum maps are followed to ensure appropriate pacing and teaching of the standards. Through planning, coaches and administration (along with teachers) ensure the curriculum, strategies, activities and student work aligns with the standards.

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

An additional hour of literacy instruction utilizing researched based materials is needed to improve students ability to master the ELA standards. Foundational skills are the focus to enable student to close the achievement gaps in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kim, Bryan, bryan.kim@polk-fl.net

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

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

Strategy: After School Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may 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.

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

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

N/A - Elementary School

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

N/A - Elementary School

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

N/A - Elementary School

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Effective Leadership:

Overall assessment data was analyzed to determine the effectiveness of the principal's leadership, initiatives, and campus expectations to achieve the goal of earning a C. The principal set clear expectations for raising student achievement while working with the leadership to implement the goals of the school improvement plan. School-wide procedures and expectations were implemented to address the environment needed for learning. This was supported with the behavior interventionist who led the PBIS and CHAMPS implementation. Calendars and schedules were set with team collaborative planning weekly, PLC's for professional development tied to SIP goals, expectations for team planning, instruction, student tasks and alignment to standards. The principal participated in all collaborative planning sessions, led, or participated in all professional development and followed up with classroom monitoring daily. Coaching was implemented by the principal utilizing the school-based coaches to address concerns or needs observed in classroom observations. The principal monthly planned data chats. Teachers were tasked with identifying specific students to target for proficiency and learning gains (11 per class) to achieve the goals of the SIP.

Collaborative Teachers:

Teachers met weekly for structured, facilitated collaborative planning with school based coaches. The planning took place weekly for ELA and bi-weekly for Math. Monthly team building activities were held to build a community of teachers to work together.

Involved Families:

Attendance sign in sheets were analyzed to determine the effectiveness of our family involvement initiatives. Monthly family nights were planned and set on the school-wide calendar for the entire year. These were part of the student agendas and advertised on the school website, marque and flyers sent home. Topics of reading, math, science, FSA support and cultural diversity were just a few of the planned family nights. A survey was done of parents to determine the best time and day and those changes were implemented. Performances by the chorus and food were provided to further improve the attraction for parent to attend. The results varied depending on whether, community sports or time of year. Holiday Family Math Night had the largest attendance followed by the Cultural Diversity and Bingo Book Bash nights. The FSA parent nights where teachers provided information and strategies for parents to support students were the poorest in attendance. One contributing factor to this area was the personal illness of our parent involvement paraprofessional who missed considerable days and was not able to support families as needed.

Supportive Environment:

Discipline data from Performance Matters showed a minimal increase of referrals due to the new students enrolled and those who brought referrals already in the system. Our overall number is down the last two years compared to 2014-2015 before we instituted a behavior interventionist position. *Due to budget cuts and the district requiring school-based funds to purchase the math coach, we will no longer be able to afford this valuable resource. This a concern for the upcoming school year.

Ambitious Instruction:

Data analysis from using the Performance Matters tool along with reports from the ELA state assessments (FSA) reveals that our students showed an overall gain of 30 points. Proficiency overall gained 4 to 33% with grade 3 dropping 9 points from the prior year's data. Learning gains had the largest increase at 16 points to 54%. Learning gains of the bottom 25% gained 10 points to 49%.

Data analysis using Performance Matters and the Math state assessment (FSA) showed an overall gain of 18 points. Third grade remained flat at 27%, while grade 5 dropped 2 to 25%. Only grade 4 improved by 10 to 30% proficient over prior year data. Math learning gains jumped 10 points to 46% while the bottom quartile gained just 5 to 38%.

Science data from the stage assessment remained relatively flat with a minimal gain of just 2 points to 29%. With 38% of our grade 5 students proficient in ELA, this number should have been almost 10% higher.

Performance Matters data analysis shows that our SWD and ELL students are not progressing to proficiency nor making learning gains in ELA and Math. This disaggregated data revealed a gap in learning due to the lack of collaborative small group lesson planning with facilitation and support from school-based coaches. Planning was primarily focused on whole group instruction and alignment of strategies, activities, and student tasks to standards. A lack of teacher capacity and effective knowledge on how to plan for differentiated, flexible small groups led to diminished returns. Insufficient time, funds, and planning time (due to teacher contract) contributed to this issue.

B. Problem Analysis Summary

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

What worked in the above needs assessment data:

- Weekly facilitated (structured)collaborative planning in ELA with the principal and school-based coach. Our school gained 30 points overall in ELA.
- The Supportive Environment Goal and the school-wide PBiS plan. Referrals and suspensions remained low compared to previous years. Any increase was due to repeat offenders or those coming with high numbers of referrals from other schools.
- The addition of a Math coach to support teachers worked to improve scores by 18 points, but not has great as expected. The coach, along with the principal, met bi-monthly for math collaborative planning.
- Teachers identified specific students to target for proficiency, and/or learning gains. This strategy was done last year. We tracked/monitored those students in monthly data meetings. It worked for the classrooms where students remained stable with less mobility.

What did not work:

- Allowing teachers to plan independently for small group/differentiated plans
- Inconsistent monitoring of small group instruction, intervention planning and data follow up (MTSS)
- MTSS, teachers not doing small group effectively, tracking data, planning for flexible small groups/differentiated instruction with interventions. The MTSS meetings did not stay focused on problem solving
- Planning bi-monthly in Math instead of weekly was not effective. Math points only gained 18 overall
- Lack of a science coach and minimal planning school-wide or monitoring other than grades 4 and 5
- The district pulled our two effective regional coaches (Hummel/Baker-Cunningham) that were supporting our new/inexperienced ELA and Math school-based coaches. The new coaches needed the expertise,

guidance and job-imbedded professional development to give them the tools to assist teachers

- The soft implementation of CHAMPS was not done consistently. There was an overall inconsistency across campus with the level of use in classrooms
- The SIP goal for FAIR professional development was not effective. This assessment was not consistent and did not have reliable data to correlate to student proficiency. In addition, this assessment was not used school-wide
- A lack of a high-quality, consistent and reliable progress monitoring district assessment

What do we do now?

The Science content area is being added to the math coach. This will include weekly Math/Science facilitated collaborative planning with the coach in place of bi-monthly. The coach will focus lessons using the 5E structure for both content areas. Social skills will be added to lessons taught by the school counselor and supported through the morning show. Collaborative planning for ELA, Math and Science will focus on the cognitive complexity of the tasks required for students to show proficiency or mastery of a skill/standard. Coaches will require teachers to have jobs for planning and all will come with a task they feel meets the level of rigor based on the complexity level dictated on the maps. The coaches will also have strategies/tasks for teachers to use to calibrate and compare. This is goal is to support the rigor needed to improve achievement/ proficiency. There was an inconsistent level of rigor last year revealed in classroom walk through observations and the school's instructional review. Grade levels will set target goals for proficiency and tested grades will identify students who they will target as well. Data meetings/chats will be scheduled monthly to monitor.

To combat the needs of low proficiency, we are doing a complete restart of the MTSS system. Training to begin at teacher preplanning with specific expectations for planning, implementation, data tracking and monitoring. Administration will play a role by attending the MTSS meetings. The school counselor will train teachers on the use and completion of the data tracking forms used in small group interventions. Monthly data meetings will be scheduled and attended with the expectation that teachers come prepared to discuss the interventions, show data to address the needs of students and what they are doing to move the students to proficiency. All teachers will implement the use of Standard Accountability Sheets. These will be used to track student proficiency by each standard. The data from these will be used to create small groups, plan for interventions and shared during data chats monthly.

Collaborative planning will be refined/restructured. The prior year, we focused on data discussion from the previous week's assessments and whole group instruction with no time for to small group plans, or interventions to use in flexible small groups for differentiation. This year, coaches will focus on this through collaborative planning by providing supports, ideas, strategies, and interventions to meet the needs of our struggling students not making progress or gains (SWD and ELL focused). Teachers will be expected to support the teaching of standards at the students' instructional level and provide scaffolding until the students are able to show mastery of the standards. (Flexible small grouping strategy as opposed to only guided reading). Coaches along with ESE and ELL staff will be expected to be in classrooms daily to support and monitor the implementation of the small group plans and provide coaching support on the spot. Administration will also conduct daily walk through observations to monitor and provide support/recommendations for coaching when teachers are not demonstrating expectations. Planning will also include the cognitive complexity level for student tasks that are aligned to standards. Teachers and coaches will bring the tasks and compare the complexity level to what is needed for the FSA.

To address the social emotional needs, Goal 1 of our SIP focuses on further implementation of CHAMPS that supports our successful PBiS school-wide program. Social skills will be added to lessons taught by the school counselor to all grades with one lesson per class completed during the first 4 weeks of school. This will be supported through the morning show. CHAMPS will be further implemented with the AP taking the lead in implementation, expectations, and monitoring. Training to begin on day one when teachers return.

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.** To provide weekly Math/Science facilitated collaborative planning with the school-based Math/ Science coach. The focus will be on continuing the implementation of the formative assessment process as well as standard based planning, flexible small group plans based on weekly data chats and monitoring of the implementation. Planning will focus on inquiry based and 5 E lessons.
- G2.** To provide professional development (restart) on the MTSS system and implement with fidelity. This will include monthly data meetings, data tracking of interventions and progress as well as differentiated small group plans of instruction.
- G3.** To increase student achievement/proficiency through effective standards-based collaborative based planning, engaging instruction focused on meeting the intent of the standard and rigor of student work (cognitive complexity).
- G4.** Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/ school-wide culture and climate.

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. To provide weekly Math/Science facilitated collaborative planning with the school-based Math/Science coach. The focus will be on continuing the implementation of the formative assessment process as well as standard based planning, flexible small group plans based on weekly data chats and monitoring of the implementation. Planning will focus on inquiry based and 5 E lessons. 1a

G098589

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	34.0
Statewide Science Assessment Achievement	38.0
Math Gains	53.0
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective instructional strategies to impact student achievement in Math and Science
- Lack of effective flexible small group lesson planning and implementation monitoring for fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-based and regional Math Coach
- School-based and regional Science Coach
- Science Lab

Plan to Monitor Progress Toward G1. 8

Complete and comprehensive lesson plans submitted with evidence of the formative assessment process, 5 E, inquiry based and flexible small group plans

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson Plan Checklist

Plan to Monitor Progress Toward G1. 8

Classroom walk through notes that show teacher implementation of the lesson plans created (whole and small group) with fidelity.

Person Responsible

Lisa Murdock

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Classroom walk through notes, observation notes/logs

G2. To provide professional development (restart) on the MTSS system and implement with fidelity. This will include monthly data meetings, data tracking of interventions and progress as well as differentiated small group plans of instruction. 1a

G098590

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	41.0
FSA Mathematics Achievement	37.0
ELA/Reading Gains	61.0
ELA/Reading Lowest 25% Gains	56.0
Math Gains	53.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Some teachers are not differentiating, planning for small groups based on data, tracking interventions and monitoring progress. (MTSS system)
- Sufficient resources for effective small group planning, implementation and data monitoring

Resources Available to Help Reduce or Eliminate the Barriers 2

- School counselor, Leadership Team, D. Maxwell

Plan to Monitor Progress Toward G2. 8

Data will be tracked from the small group instruction, for MTSS meetings to monitor progress and the counselor will track teachers implementing with fidelity (completing data graphs, coming prepared to meetings)

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Tracking of MTSS implementation by the counselor, MTSS meeting notes

Plan to Monitor Progress Toward G2. 8

Small group plans will be monitored as submitted and tracked by the AP as well as implementation of plans by the coaches through daily walk through observations

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Small group plans submitted and checked, implementation of plans monitored through walk through notes, data from weekly or progress monitoring

Plan to Monitor Progress Toward G2. 8

I-station Data, STAR and AR data

Person Responsible

Schedule

Evidence of Completion

I-station, AR, STAR reports

G3. To increase student achievement/proficiency through effective standards-based collaborative based planning, engaging instruction focused on meeting the intent of the standard and rigor of student work (cognitive complexity). 1a

G098591

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	34.0
FSA ELA Achievement	40.0
FCAT 2.0 Science Proficiency	38.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	50.0
Math Gains	50.0
Math Lowest 25% Gains	46.0

Targeted Barriers to Achieving the Goal 3

- Lack of effective planning to the depth of the standard
- Lack of rigor of student tasks aligned to standards (cognitive complexity)
- Lack of effective data-based small group lesson planning and instruction (flexible/differentiated)
- Lack of effective accountability for standard tracking of student progress to proficiency
- Lack of consistent student engagement

Resources Available to Help Reduce or Eliminate the Barriers 2

- Reading Wonders
- Literacy Power Hour - additional hour
- Reading and Math/Science Coaches
- Reading Interventionist
- MTSS
- 120 minute Literacy Block
- C-Palms / Formative Assessments
- Collaboration planning time provided within master schedule
- Achieve 3000 computer intervention
- Smarty Ants Computer intervention
- Go Math
- Performance Matters
- Science Lab

Plan to Monitor Progress Toward G3. 8

Quantitative data based on the student data on accountability sheets for ELA and Math

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/21/2017 to 5/18/2018

Evidence of Completion

Planning notes on the sign in sheets from coaches.

Plan to Monitor Progress Toward G3. 8

Quantitative assessment data on weekly assessments in the classroom, district progress monitoring using STAR, and assessment data in Science will be collected.

Person Responsible

Bryan Kim

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Data wall displays, data binder by leadership team to show progress of increased learning gains towards proficiency.

Plan to Monitor Progress Toward G3. 8

Walk through observation data that monitors the number of students authentically engaged in learning

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Journey, walk through notes, coaching logs, assessment data (STAR and Classroom assessments)

G4. Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/school-wide culture and climate. 1a

G098592

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	145.0
1+ Suspensions Grade 03	

Targeted Barriers to Achieving the Goal 3

- Lack of social skills training for students
- Lack of parent involvement/engagement
- Lack of Support

Resources Available to Help Reduce or Eliminate the Barriers 2

- School counselor to teach social skill and provide teachers with strategies to effectively deal with challenging students.
- CHAMPS program, district initiative to provide a school-wide structure of expectations that will support a safe and orderly environment conducive to learning.
- CHAMPS trainers include: assistant principal and school counselor
- Parent involvement paraprofessionals

Plan to Monitor Progress Toward G4. 8

Monitor staff vacancies

Person Responsible

Bryan Kim

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

RHS System

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. To provide weekly Math/Science facilitated collaborative planning with the school-based Math/Science coach. The focus will be on continuing the implementation of the formative assessment process as well as standard based planning, flexible small group plans based on weekly data chats and monitoring of the implementation. Planning will focus on inquiry based and 5 E lessons. 1

G098589

G1.B1 Lack of effective instructional strategies to impact student achievement in Math and Science 2

B265318

G1.B1.S1 Schedule weekly facilitated collaborative planning with the school-based Math/Science Coach focused on using formative assessments and 5E 4

S281200

Strategy Rationale

Previously, Math only planned two time per month. This was not effective. Also, we did not have a school-based Science coach nor did we plan with teachers in science. This lead to minimal gains in the state science assessment scores.

Action Step 1 5

Schedule/provide weekly facilitated collaborative 5E based planning in Math and Science with the school-based coach.

Person Responsible

Lisa Murdock

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Sign in sheets

Action Step 2 5

Implement the weekly planning for Math (5 E and formative assessment process) and Science (Inquiry based) including expectations for flexible small groups based on classroom assessment data.

Person Responsible

Lisa Murdock

Schedule

Weekly, from 8/17/2017 to 5/25/2018

Evidence of Completion

Lesson Plans will be submitted and checked. This includes differentiated flexible small group plans submitted weekly to the coaches.

Action Step 3 5

Monitor the implementation of the plans through daily walk through observations by the coach and administration. Teachers will be given two weeks to show implementation with fidelity.

Person Responsible

Lisa Murdock

Schedule

Daily, from 8/21/2017 to 9/4/2017

Evidence of Completion

Walk through observation notes and/or checklists.

Action Step 4 5

After the two week window, the coaching cycle will be implemented for teachers not meeting the expectation.

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/4/2017 to 9/18/2017

Evidence of Completion

Coaching log

Action Step 5 5

Monitoring of the teacher progress will continue throughout the coaching cycle with observed improvement expected within 2-3 week window.

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/18/2017 to 10/2/2017

Evidence of Completion

Walk through notes/logs

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

collaborative planning will be monitored by administration and the coach

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Planning sign in sheets

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

Walk through observations will be conducted by administration and the Math/Science coach to monitor implementation so targeted coaching can be arranged as needed.

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation walk through notes from the coach and administration

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

Whole group and flexible small group differentiated plans will be submitted weekly by teachers to the coach and AP

Person Responsible

Lisa Murdock

Schedule

Weekly, from 8/24/2017 to 5/25/2018

Evidence of Completion

Submitted lesson plans

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

The coaching cycle will be monitored through the coaching log/notes

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/4/2017 to 9/18/2017

Evidence of Completion

Coaching log/notes

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

Effectiveness will be monitored through observation and participation in the collaborative planning to ensure teachers are participating.

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/24/2017 to 5/10/2018

Evidence of Completion

Sign in sheets, observations

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

Effectiveness of planning will be monitored through the submitted plans weekly.

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The lesson plans will be checked weekly to ensure the formative assessment process is planned, small groups are planned and Science inquiry lessons are planned.

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

Effectiveness of plan implementation will be monitored through class room observation data by the coach and administration.

Person Responsible

Lisa Murdock

Schedule

Daily, from 8/28/2017 to 5/25/2018

Evidence of Completion

Walk through observation notes or checklists

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

Effectiveness of the coaching cycle for teachers not implementing with fidelity will be monitored through observation and the coaching log

Person Responsible

Lisa Murdock

Schedule

Weekly, from 9/4/2017 to 9/18/2017

Evidence of Completion

Coaching log and walk through observation notes from administration

G2. To provide professional development (restart) on the MTSS system and implement with fidelity. This will include monthly data meetings, data tracking of interventions and progress as well as differentiated small group plans of instruction. 1

G098590

G2.B1 Some teachers are not differentiating, planning for small groups based on data, tracking interventions and monitoring progress. (MTSS system) 2

B265320

G2.B1.S1 The school counselor will begin on the teacher pre-planning with professional development. Explicit expectations will be explained and the process laid clearly laid out. Dates for follow up professional development through PLC's will be arranged with the school counselor, Monthly MTSS data meetings scheduled with administration present as available. In addition, Saturday PD will be held in October utilizing the strength of effective teacher leaders to model the process of small group implementation. 4

S281201

Strategy Rationale

Provide teachers with a restart of the MTSS process and the expectations for planning, implementation and monitoring. Students in small group (SWD and ELL especially) were not making proficiency or gains.

Action Step 1 5

Arrange MTSS professional development sessions starting on the first day of pre-planning.

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Agendas , sign in sheets, calendar invites

Action Step 2 5

Rochelle Grooms will provide PD on the MTSS system/process and lay out expectation for implementation along with scheduled monthly data meetings.

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Sign in sheets and agenda from the PLC,

Action Step 3 5

Schedule monthly data meetings for teachers to show and share data from interventions implemented.

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 8/10/2017 to 8/10/2017

Evidence of Completion

Teachers will be required to bring evidence, student work, pictures and a narrative of the formative assessment driven lessons

Action Step 4 5

Coaches will support small group intervention planning during weekly PLC's

Person Responsible

Swanyetta Perry

Schedule

On 5/25/2018

Evidence of Completion

Action Step 5 5

Implementation timeline of two weeks will be expected once PD is provided.

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/4/2017 to 9/11/2017

Evidence of Completion

Walk through observation notes

Action Step 6 5

Coaching will be implemented for teachers not meeting the expectations.

Person Responsible

Shannon Skeates

Schedule

Weekly, from 9/25/2017 to 10/9/2017

Evidence of Completion

Coaches will provide support through the coaching cycle

Action Step 7 5

Teacher leaders will provide small group planning and implementation professional learning on a Saturday morning in October.

Person Responsible

Shannon Skeates

Schedule

On 10/7/2017

Evidence of Completion

Sign in sheets will be utilized.

Action Step 8 5

Purchase needed technology (printers and ink) to print MTSS data, graphs, progress monitoring, and intervention materials and resources for small group instruction

Person Responsible

Bryan Kim

Schedule

On 9/29/2017

Evidence of Completion

Purchase order

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

Administration participation, agendas, sign in sheets

Person Responsible

Bryan Kim

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

sign in records

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

Administration and coaches will monitor the small group planning and implementation of the intervention plans

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

Coaches will document the coaching cycle and progress of teachers implementation.

Person Responsible

Shannon Skeates

Schedule

Weekly, from 9/25/2017 to 10/2/2017

Evidence of Completion

Coaching logs, walk through notes

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

Data tracking will be monitored at the monthly scheduled meetings.

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Journey records, walk through observations with feedback

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

Facilitated small group / differentiated instructional planning for interventions will be monitored

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teachers will plan weekly with coaches focused on the MTSS and intervention/small group plans. This will be submitted to the AP for weekly checking and monitored through daily walk through observations.

G2.B1.S2 Implement and Monitor the training. Teachers will be expected to utilize data to plan and implement interventions during differentiated small group instruction. They will be given two weeks for implementation. Leadership will conduct walk through observations to monitor fidelity. 4

 S281202

Strategy Rationale

Teachers were not effectively planning based on data, providing interventions for struggling students (especially SWD and ELL) and tracking progress with fidelity.

Action Step 1 5

The instructional coach for Math will support collaborative planning and small group interventions

Person Responsible

Lisa Murdock

Schedule

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

Evidence of Completion

Collaborative planning sign in sheets

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

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

Person Responsible

Lisa Murdock

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

Lisa Murdock

Schedule

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

Evidence of Completion

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

G2.B2 Sufficient resources for effective small group planning, implementation and data monitoring **2**

 B265321

G2.B2.S1 Research and provide the necessary resources for teachers to use for planning, implementing small group lessons, data analyzing, printing and monitoring. **4**

 S281204

Strategy Rationale

Teachers need additional resources to use to meet the needs of students during small group intervention times.

Action Step 1 **5**

Laptops with a cart, charger cords, headphones, to be used to implement small group intervention instruction, I-station Tiered computer-based differentiated instruction.

Person Responsible

Bryan Kim

Schedule

On 10/27/2017

Evidence of Completion

Purchase orders paperwork

Action Step 2 **5**

The ELA coach and media specialist will compile and order leveled readers, standard-based books, AR leveled books and texts for small group instructional support.

Person Responsible

Shannon Skeates

Schedule

On 10/27/2017

Evidence of Completion

Purchase orders from materials

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

Title One purchase orders will be processed and approved

Person Responsible

Bryan Kim

Schedule

On 10/27/2017

Evidence of Completion

Receipts of purchases

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

Effective of implementation will occur through classroom walk through visits, AR report monitoring, I-station report monitoring and small group instruction monitoring.

Person Responsible

Bryan Kim

Schedule

Weekly, from 10/2/2017 to 5/24/2018

Evidence of Completion

I-station reports, AR Reports, Walk through notes, Small group lesson plans

G3. To increase student achievement/proficiency through effective standards-based collaborative based planning, engaging instruction focused on meeting the intent of the standard and rigor of student work (cognitive complexity). 1

G098591

G3.B1 Lack of effective planning to the depth of the standard 2

B265322

G3.B1.S1 Facilitate planning in content areas with coaches that begin with data analysis, discussion of the standard to ensure full understanding of the depth of the standard. 4

S281205

Strategy Rationale

Data from state assessment and prior year instructional reviews that our teachers are not effectively understanding the depth of the standard and the rigor required of students tasks to prepare them for the FSA assessment.

Action Step 1 5

Begin each planning session with coaches facilitating the discussion of the standard. Responses will be expected from teachers to ensure a unified understanding of the depth of the standard.

Person Responsible

Bryan Kim

Schedule

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

Evidence of Completion

Planning notes from the coaches.

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

Coaches will have a weekly agenda item on sign in sheet that includes standard depth/ understanding and calibration in ELA

Person Responsible

Shannon Skeates

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The weekly sign in sheets with notes from the coach to reflect discussion and calibration

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

Coaches will have a weekly agenda item on sign in sheet that includes standard depth/ understanding and calibration in Math/Science

Person Responsible

Lisa Murdock

Schedule

Evidence of Completion

The weekly sign in sheets with notes from the coach to reflect discussion and calibration

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

Effectiveness will be monitored through observation of the planning discussion of the standards in ELA

Person Responsible

Shannon Skeates

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Planning notes

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

Effectiveness will be monitored through observation of the planning discussion of the standards in Math/Science

Person Responsible

Lisa Murdock

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Planning Notes

G3.B2 Lack of rigor of student tasks aligned to standards (cognitive complexity) **2**

 B265323

G3.B2.S1 Coaches will facilitate planning to include tasks that align to the cognitive complexity required according to the curriculum maps. Teachers will bring tasks to planning they feel align to the complexity of the task required and compare with others on the team. Teachers will post learning goals (I can statements) and anchor charts **4**

 S281206

Strategy Rationale

Walk through data, instructional review data and state assessment data reveal that our students are not exposed to the cognitive complexity of tasks required to prepare them for the types of questions they will experience on the FSA. Teachers will bring tasks to planning they feel align to the complexity of the task required and compare with others on the team.

Action Step 1 **5**

Teachers and coach will bring tasks matched to the complexity level of the standard in ELA [copy]

Person Responsible

Shannon Skeates

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

The coach will show evidence of tasks in the published lesson plans, planning notes will document the teachers participation.

Action Step 2 **5**

Teachers will be given two weeks to fully participate and bring tasks aligned to the complexity level. Those not meeting expectation will be started on the coaching cycle for two weeks. [copy]

Person Responsible

Shannon Skeates

Schedule

Weekly, from 8/14/2017 to 8/28/2017

Evidence of Completion

Planning notes. Coaching Logs

Action Step 3 **5**

Teachers and coach will bring tasks matched to the complexity level of the standard in Math/ Science [copy]

Person Responsible

Lisa Murdock

Schedule

Weekly, from 8/14/2017 to 5/24/2018

Evidence of Completion

The coach will show evidence of tasks in the published lesson plans , planning notes will document the teachers participation.

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

Coaches planning notes to show fidelity of tasks were brought and compared

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Coaches will be expected to keep a log of documentation for each planning session to show anecdotal record of this strategy being implemented with fidelity

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

The effectiveness will be monitored by observation of the task implementation during classroom walk through observations

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Observation notes in Journey, or non-evaluative notes, coaches walk through notes

G3.B3 Lack of effective data-based small group lesson planning and instruction (flexible/differentiated) **2**

 B265324

G3.B3.S1 Flexible small group and differentiated interventions will be addressed in planning and implemented. **4**

 S281207

Strategy Rationale

Small group plans were not addressed in collaborative planning last year. This impacted overall proficiency and lack of growth in our subgroups (SWD and ELL)

Action Step 1 **5**

Interventionist will facilitate and assist teachers with flexible small group plans. They will provide strategies and intervention ideas to meet the needs of students. Planning of small groups will be part of collaborative planning.

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Evidence will be the small group plans submitted to the coaches and AP

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Monitoring will be the weekly checking of the submitted lesson plan and the monitoring of the implementation of the lessons during coaches and administrative walk through observations.

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Small group plans submitted, observation notes from classroom walk throughs

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monitoring will be the weekly checking of the submitted lesson plan and the monitoring of the implementation of the lessons during coaches and administrative walk through observations.

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Small group plans submitted, observation notes from classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Effectiveness will be monitored informally through observations by the coaches and administration as well as small group data checks during the weekly planning

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/21/2017 to 8/24/2018

Evidence of Completion

Evidence collected will be the walk through notes of implementation by the coaches and administration

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Effectiveness will be monitored informally through observations by the coaches and administration as well as small group data checks during the weekly planning

Person Responsible

Bryan Kim


Schedule

Weekly, from 8/21/2017 to 8/24/2018


Evidence of Completion

Evidence collected will be the walk through notes of implementation by the coaches and administration

G3.B4 Lack of effective accountability for standard tracking of student progress to proficiency **2**

 B265325

G3.B4.S1 Implement the standard tracking forms "Accountability Sheets" **4**

 S281210

Strategy Rationale

The school did not have a way to monitor each student's progress to proficiency by mastering standards, nor was there a standard tool for the data discussions weekly

Action Step 1 **5**

Introduce and implement the Accountability Sheets initiative and train staff during pre-planning August 3rd

Person Responsible

Bryan Kim

Schedule

On 9/4/2017

Evidence of Completion

Professional development sign in and agenda

Action Step 2 **5**

Teachers will be provided support with coaches to implement the accountability sheets and load student information. They will be given two weeks to implement and by fully utilizing by week 4.

Person Responsible

Swanyetta Perry

Schedule

On 8/31/2017

Evidence of Completion

Evidence collected will be the completed sheets discussed weekly during the data portion of planning

Action Step 3 5

Teachers resistant or not implementing as expected within the time frame of August will be provided coaching and counseling

Person Responsible

Swanyetta Perry

Schedule

Weekly, from 8/28/2017 to 9/11/2017

Evidence of Completion

Coaching logs, notes

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Weekly checking of the accountability sheets in planning will be checked as the teachers discuss their students' data

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the completed accountability sheets checked weekly

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Weekly checking of the accountability sheets in planning will be checked as the teachers discuss their students' data

Person Responsible

Bryan Kim

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

The evidence collected will be the completed accountability sheets checked weekly

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Effectiveness will be monitored through the completion and data on the accountability sheets

Person Responsible

Bryan Kim


Schedule

Weekly, from 8/28/2017 to 5/25/2018

Evidence of Completion

The evidence collected for the effectiveness will be data from the sheets showing increased student proficiency

G3.B5 Lack of consistent student engagement 2

 B265326

G3.B5.S1 Implement engagement professional development for all classroom teachers 4

 S281211

Strategy Rationale

Implementing professional development to increase student engagement will help to raise student achievement

Action Step 1 5

Provide student engagement professional development for all instructional staff

Person Responsible

Shannon Skeates

Schedule

On 9/18/2017

Evidence of Completion

Teacher Sign In Roster

Action Step 2 5

Monitor the implementation of the engagement professional development

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/25/2017 to 10/6/2017

Evidence of Completion

Walk through observation notes

Action Step 3 5

Provide coaching for teachers not meeting the implementation expectations

Person Responsible

Shannon Skeates

Schedule

Weekly, from 10/2/2017 to 10/13/2017

Evidence of Completion

Coaching log

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Fidelity will be monitored through observations of the professional development and implementation

Person Responsible

Bryan Kim

Schedule

Weekly, from 9/18/2017 to 10/6/2017

Evidence of Completion

Walk through observation notes, coaching logs

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

The leadership team will conduct engagement walk through checks

Person Responsible

Swanyetta Perry

Schedule


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

Evidence of Completion

Walk through notes, coaching logs, journey

G4. Crystal Lake Elementary will create a supportive environment through the district initiative CHAMPS that will enhance the Positive Behavior Support system for improved classroom/school-wide culture and climate.

1

 G098592

G4.B1 Lack of social skills training for students 2

 B265327

G4.B1.S1 The school counselor will provide social skills lessons for all grade levels. 4

 S281212

Strategy Rationale

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

Action Step 1 5

The counselor incorporate and implement through training teachers and providing social skills training for students.

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

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

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

The monthly PLC calendar will be created to allow time for training (social skills)

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Social Skills training schedule for classrooms

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

Monthly discipline reports from genesis will be monitored by the AP and counselor

Person Responsible

Swanyetta Perry

Schedule

Monthly, from 9/15/2017 to 5/25/2018

Evidence of Completion

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

G4.B1.S2 The assistant principal and school counselor will provide CHAMPS training. This will be implemented into the school through training to assist in creating a supportive learning environment. 4

 S281213

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Swanyetta Perry

Schedule

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

Evidence of Completion

CHAMPS training sign in sheets

Action Step 2 5

Appeal to the district for the return of a Behavior Interventionist position

Person Responsible

Bryan Kim

Schedule

On 9/25/2017

Evidence of Completion

Appeal completion and report of expenditure on Use of Funds report

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

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

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

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

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

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

Person Responsible

mary lewis

Schedule

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

Evidence of Completion

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

G4.B2 Lack of parent involvement/engagement 2

 B265328

G4.B2.S1 Host monthly parent/family engagement activities. Title One will provide supplies as needed for the following: Donuts for Dads Muffins For Mom Bingo Book Bash Math Family Night Family Fiesta FSA Family Night/ Dinner Multi-culture Night Student Academic Awards 4

 S281214

Strategy Rationale

To improve parent engagement, monthly family nights that focus on academics as well as improvement in involvement in the school community


Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G4.B3 Lack of Support 2

 B265329

G4.B3.S1 Limited funds to provide incentives to encourage teachers to remain at current school 4

 S281215

Strategy Rationale

Action Step 1 5

Recognize instructional staff and paraprofessionals who come to or remain at the school

Person Responsible

Bryan Kim

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Payroll REcords

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

Review of Funds Management Report

Person Responsible

Bryan Kim

Schedule

Monthly, from 10/1/2017 to 8/31/2018

Evidence of Completion

Expenditure posted in SAP

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

Retention Rate

Person Responsible

Bryan Kim

Schedule





















Monthly, from 10/1/2017 to 8/31/2018


















Evidence of Completion

Number of vacancies at the school


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					
G2.MA3 M411108	I-station Data, STAR and AR data		No Start Date	I-station, AR, STAR reports	No End Date one-time
G3.B1.S1.MA4 M411112	Coaches will have a weekly agenda item on sign in sheet that includes standard depth/understanding...	Murdock, Lisa	No Start Date	The weekly sign in sheets with notes from the coach to reflect discussion and calibration	No End Date weekly
G4.B2.S1.A1 A379167	[no content entered]		No Start Date		No End Date one-time
G2.B1.S2.MA1 M411103	Fidelity of the collaborative planning will be monitored through observation notes from planning	Murdock, Lisa	9/1/2016	Sign in sheets again will be used to monitor fidelity of implementation of collaborative planning	5/18/2017 weekly
G2.B1.S2.A1 A379150	The instructional coach for Math will support collaborative planning and small group interventions	Murdock, Lisa	9/1/2016	Collaborative planning sign in sheets	5/18/2017 weekly
G2.B1.S2.MA1 M411102	Effectiveness of collaborative planning will be revealed in classroom visits by the math coach and...	Murdock, Lisa	9/5/2016	Classroom walk through notes and progress monitoring data (IBTP results)	5/29/2017 weekly
G4.B1.S2.MA1 M411129	Effectiveness will be monitored through campus observations of classes and monitoring of ODR's....	lewis, mary	8/15/2016	Effectiveness will be monitored through data provided at the MTSS (Tier 2 and 3) meetings behavior interventions, and referral data.	6/2/2017 weekly
G4.B1.S2.MA1 M411130	Walk through observations conducted by the interventionist to monitor and document CHAMPS...	lewis, mary	8/15/2016	Walk through notes as well as monthly referral data. MTSS meeting data for behavior	6/2/2017 weekly
G4.B1.S2.A1 A379165	A team will attend the district's CHAMPS training and return to train the staff	Perry, Swanyetta	8/8/2016	CHAMPS training sign in sheets	6/2/2017 monthly
G2.B1.S1.A3 A379144	Schedule monthly data meetings for teachers to show and share data from interventions implemented.	Grooms, Rochelle	8/10/2017	Teachers will be required to bring evidence, student work, pictures and a narrative of the formative assessment driven lessons	8/10/2017 monthly
G3.B2.S1.A2 A379155	Teachers will be given two weeks to fully participate and bring tasks aligned to the complexity...	Skeates, Shannon	8/14/2017	Planning notes. Coaching Logs	8/28/2017 weekly
G3.B4.S1.A2 A379159	Teachers will be provided support with coaches to implement the accountability sheets and load...	Perry, Swanyetta	8/10/2017	Evidence collected will be the completed sheets discussed weekly during the data portion of planning	8/31/2017 one-time
G1.B1.S1.A3 A379139	Monitor the implementation of the plans through daily walk through observations by the coach and...	Murdock, Lisa	8/21/2017	Walk through observation notes and/or checklists.	9/4/2017 daily
G3.B4.S1.A1 A379158	Introduce and implement the Accountability Sheets initiative and train staff during pre-planning...	Kim, Bryan	8/3/2017	Professional development sign in and agenda	9/4/2017 one-time
G2.B1.S1.A5 A379146	Implementation timeline of two weeks will be expected once PD is provided.	Kim, Bryan	9/4/2017	Walk through observation notes	9/11/2017 weekly
G3.B4.S1.A3 A379160	Teachers resistant or not implementing as expected within the time frame of August will be provided...	Perry, Swanyetta	8/28/2017	Coaching logs, notes	9/11/2017 weekly
G1.B1.S1.MA8 M411090	Effectiveness of the coaching cycle for teachers not implementing with fidelity will be monitored...	Murdock, Lisa	9/4/2017	Coaching log and walk through observation notes from administration	9/18/2017 weekly
G1.B1.S1.MA6 M411094	The coaching cycle will be monitored through the coaching log/notes	Murdock, Lisa	9/4/2017	Coaching log/notes	9/18/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A4  A379140	After the two week window, the coaching cycle will be implemented for teachers not meeting the...	Murdock, Lisa	9/4/2017	Coaching log	9/18/2017 weekly
G3.B5.S1.A1  A379161	Provide student engagement professional development for all instructional staff	Skeates, Shannon	9/18/2017	Teacher Sign In Roster	9/18/2017 one-time
G4.B1.S2.A2  A379166	Appeal to the district for the return of a Behavior Interventionist position	Kim, Bryan	9/25/2017	Appeal completion and report of expenditure on Use of Funds report	9/25/2017 one-time
G2.B1.S1.A8  A379149	Purchase needed technology (printers and ink) to print MTSS data, graphs, progress monitoring, and...	Kim, Bryan	9/29/2017	Purchase order	9/29/2017 one-time
G1.B1.S1.A5  A379141	Monitoring of the teacher progress will continue throughout the coaching cycle with observed...	Murdock, Lisa	9/18/2017	Walk through notes/logs	10/2/2017 weekly
G2.B1.S1.MA5  M411101	Coaches will document the coaching cycle and progress of teachers implementation.	Skeates, Shannon	9/25/2017	Coaching logs, walk through notes	10/2/2017 weekly
G3.B5.S1.MA1  M411123	Fidelity will be monitored through observations of the professional development and implementation	Kim, Bryan	9/18/2017	Walk through observation notes, coaching logs	10/6/2017 weekly
G3.B5.S1.A2  A379162	Monitor the implementation of the engagement professional development	Kim, Bryan	9/25/2017	Walk through observation notes	10/6/2017 weekly
G2.B1.S1.A7  A379148	Teacher leaders will provide small group planning and implementation professional learning on a...	Skeates, Shannon	10/7/2017	Sign in sheets will be utilized.	10/7/2017 one-time
G2.B1.S1.A6  A379147	Coaching will be implemented for teachers not meeting the expectations.	Skeates, Shannon	9/25/2017	Coaches will provide support through the coaching cycle	10/9/2017 weekly
G3.B5.S1.A3  A379163	Provide coaching for teachers not meeting the implementation expectations	Skeates, Shannon	10/2/2017	Coaching log	10/13/2017 weekly
G2.B2.S1.MA1  M411105	Title One purchase orders will be processed and approved	Kim, Bryan	10/2/2017	Receipts of purchases	10/27/2017 one-time
G2.B2.S1.A1  A379151	Laptops with a cart, charger cords, headphones, to be used to implement small group intervention...	Kim, Bryan	9/29/2017	Purchase orders paperwork	10/27/2017 one-time
G2.B2.S1.A2  A379152	The ELA coach and media specialist will compile and order leveled readers, standard-based books, AR...	Skeates, Shannon	10/6/2017	Purchase orders from materials	10/27/2017 one-time
G1.B1.S1.MA1  M411087	Effectiveness will be monitored through observation and participation in the collaborative planning...	Kim, Bryan	8/24/2017	Sign in sheets, observations	5/10/2018 weekly
G3.MA1  M411124	Quantitative data based on the student data on accountability sheets for ELA and Math	Kim, Bryan	8/21/2017	Planning notes on the sign in sheets from coaches.	5/18/2018 weekly
G2.B2.S1.MA1  M411104	Effective of implementation will occur through classroom walk through visits, AR report monitoring,...	Kim, Bryan	10/2/2017	I-station reports, AR Reports, Walk through notes, Small group lesson plans	5/24/2018 weekly
G3.B2.S1.A1  A379154	Teachers and coach will bring tasks matched to the complexity level of the standard in ELA [copy]	Skeates, Shannon	8/14/2017	The coach will show evidence of tasks in the published lesson plans, planning notes will document the teachers participation.	5/24/2018 weekly
G3.B2.S1.A3  A379156	Teachers and coach will bring tasks matched to the complexity level of the standard in Math/Science...	Murdock, Lisa	8/14/2017	The coach will show evidence of tasks in the published lesson plans , planning notes will document the teachers participation.	5/24/2018 weekly
G1.MA1  M411095	Complete and comprehensive lesson plans submitted with evidence of the formative assessment...	Perry, Swanyetta	8/21/2017	Lesson Plan Checklist	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2  M411096	Classroom walk through notes that show teacher implementation of the lesson plans created (whole...	Murdock, Lisa	8/28/2017	Classroom walk through notes, observation notes/logs	5/25/2018 daily
G2.MA1  M411106	Data will be tracked from the small group instruction, for MTSS meetings to monitor progress and...	Grooms, Rochelle	8/10/2017	Tracking of MTSS implementation by the counselor, MTSS meeting notes	5/25/2018 monthly
G2.MA2  M411107	Small group plans will be monitored as submitted and tracked by the AP as well as implementation of...	Perry, Swanyetta	8/10/2017	Small group plans submitted and checked, implementation of plans monitored through walk through notes, data from weekly or progress monitoring	5/25/2018 weekly
G3.MA2  M411125	Quantitative assessment data on weekly assessments in the classroom, district progress monitoring...	Kim, Bryan	8/28/2017	Data wall displays, data binder by leadership team to show progress of increased learning gains towards proficiency.	5/25/2018 monthly
G3.MA3  M411126	Walk through observation data that monitors the number of students authentically engaged in learning	Kim, Bryan	10/2/2017	Journey, walk through notes, coaching logs, assessment data (STAR and Classroom assessments)	5/25/2018 weekly
G1.B1.S1.MA6  M411088	Effectiveness of planning will be monitored through the submitted plans weekly.	Perry, Swanyetta	8/21/2017	The lesson plans will be checked weekly to ensure the formative assessment process is planned, small groups are planned and Science inquiry lessons are planned.	5/25/2018 weekly
G1.B1.S1.MA7  M411089	Effectiveness of plan implementation will be monitored through class room observation data by the...	Murdock, Lisa	8/28/2017	Walk through observation notes or checklists	5/25/2018 daily
G1.B1.S1.MA1  M411091	collaborative planning will be monitored by administration and the coach	Kim, Bryan	8/14/2017	Planning sign in sheets	5/25/2018 weekly
G1.B1.S1.MA2  M411092	Walk through observations will be conducted by administration and the Math/Science coach to monitor...	Kim, Bryan	8/21/2017	Observation walk through notes from the coach and administration	5/25/2018 weekly
G1.B1.S1.MA5  M411093	Whole group and flexible small group differentiated plans will be submitted weekly by teachers to...	Murdock, Lisa	8/24/2017	Submitted lesson plans	5/25/2018 weekly
G1.B1.S1.A1  A379137	Schedule/provide weekly facilitated collaborative 5E based planning in Math and Science with the...	Murdock, Lisa	8/17/2017	Sign in sheets	5/25/2018 weekly
G1.B1.S1.A2  A379138	Implement the weekly planning for Math (5 E and formative assessment process) and Science (Inquiry...	Murdock, Lisa	8/17/2017	Lesson Plans will be submitted and checked. This includes differentiated flexible small group plans submitted weekly to the coaches.	5/25/2018 weekly
G2.B1.S1.MA1  M411097	Data tracking will be monitored at the monthly scheduled meetings.	Grooms, Rochelle	8/10/2017	Journey records, walk through observations with feedback	5/25/2018 monthly
G2.B1.S1.MA5  M411098	Facilitated small group / differentiated instructional planning for interventions will be monitored	Perry, Swanyetta	8/10/2017	Teachers will plan weekly with coaches focused on the MTSS and intervention/ small group plans. This will be submitted to the AP for weekly checking and monitored through daily walk through observations.	5/25/2018 weekly
G2.B1.S1.MA1  M411099	Administration participation, agendas, sign in sheets	Kim, Bryan	8/10/2017	sign in records	5/25/2018 monthly
G2.B1.S1.MA2  M411100	Administration and coaches will monitor the small group planning and implementation of the...	Perry, Swanyetta	8/10/2017	Evidence from walk through observations as well as the artifacts/ documents brought by the staff as follow up.	5/25/2018 weekly
G2.B1.S1.A1  A379142	Arrange MTSS professional development sessions starting on the first day of pre-planning.	Perry, Swanyetta	8/10/2017	Agendas , sign in sheets, calendar invites	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
G2.B1.S1.A2 A379143	Rochelle Grooms will provide PD on the MTSS system/process and lay out expectation for...	Perry, Swanyetta	8/10/2017	Sign in sheets and agenda from the PLC,	5/25/2018 monthly
G2.B1.S1.A4 A379145	Coaches will support small group intervention planning during weekly PLC's	Perry, Swanyetta	8/10/2017		5/25/2018 one-time
G3.B1.S1.MA1 M411109	Effectiveness will be monitored through observation of the planning discussion of the standards in...	Skeates, Shannon	8/14/2017	Planning notes	5/25/2018 weekly
G3.B1.S1.MA3 M411110	Effectiveness will be monitored through observation of the planning discussion of the standards in...	Murdock, Lisa	8/14/2017	Planning Notes	5/25/2018 weekly
G3.B1.S1.MA1 M411111	Coaches will have a weekly agenda item on sign in sheet that includes standard depth/understanding...	Skeates, Shannon	8/14/2017	The weekly sign in sheets with notes from the coach to reflect discussion and calibration	5/25/2018 weekly
G3.B1.S1.A1 A379153	Begin each planning session with coaches facilitating the discussion of the standard. Responses...	Kim, Bryan	8/15/2017	Planning notes from the coaches.	5/25/2018 weekly
G3.B2.S1.MA1 M411113	The effectiveness will be monitored by observation of the task implementation during classroom walk...	Kim, Bryan	8/28/2017	Observation notes in Journey, or non-evaluative notes, coaches walk through notes	5/25/2018 weekly
G3.B2.S1.MA1 M411114	Coaches planning notes to show fidelity of tasks were brought and compared	Kim, Bryan	8/14/2017	Coaches will be expected to keep a log of documentation for each planning session to show anecdotal record of this strategy being implemented with fidelity	5/25/2018 weekly
G3.B3.S1.MA1 M411117	Monitoring will be the weekly checking of the submitted lesson plan and the monitoring of the...	Kim, Bryan	8/28/2017	Small group plans submitted, observation notes from classroom walk throughs	5/25/2018 weekly
G3.B3.S1.MA1 M411118	Monitoring will be the weekly checking of the submitted lesson plan and the monitoring of the...	Kim, Bryan	8/28/2017	Small group plans submitted, observation notes from classroom walk throughs	5/25/2018 weekly
G3.B3.S1.A1 A379157	Interventionist will facilitate and assist teachers with flexible small group plans. They will...	Perry, Swanyetta	8/21/2017	Evidence will be the small group plans submitted to the coaches and AP	5/25/2018 weekly
G3.B4.S1.MA1 M411119	Effectiveness will be monitored through the completion and data on the accountability sheets	Kim, Bryan	8/28/2017	The evidence collected for the effectiveness will be data from the sheets showing increased student proficiency	5/25/2018 weekly
G3.B4.S1.MA1 M411120	Weekly checking of the accountability sheets in planning will be checked as the teachers discuss...	Kim, Bryan	8/14/2017	The evidence collected will be the completed accountability sheets checked weekly	5/25/2018 weekly
G3.B4.S1.MA1 M411121	Weekly checking of the accountability sheets in planning will be checked as the teachers discuss...	Kim, Bryan	8/14/2017	The evidence collected will be the completed accountability sheets checked weekly	5/25/2018 weekly
G3.B5.S1.MA1 M411122	The leadership team will conduct engagement walk through checks	Perry, Swanyetta	10/2/2017	Walk through notes, coaching logs, journey	5/25/2018 weekly
G4.B1.S1.MA1 M411127	Monthly discipline reports from genesis will be monitored by the AP and counselor	Perry, Swanyetta	9/15/2017	The monthly discipline data will be used as evidence. This data will be tracked and graphed by the AP and guidance counselor.	5/25/2018 monthly
G4.B1.S1.MA1 M411128	The monthly PLC calendar will be created to allow time for training (social skills)	Grooms, Rochelle	8/10/2017	Social Skills training schedule for classrooms	5/25/2018 monthly
G4.B1.S1.A1 A379164	The counselor incorporate and implement through training teachers and providing social skills...	Grooms, Rochelle	8/10/2017	Referral data as well as MTSS for behavior tracking will be monitored for effectiveness.	5/25/2018 monthly
G3.B3.S1.MA1 M411115	Effectiveness will be monitored informally through observations by the coaches and administration...	Kim, Bryan	8/21/2017	Evidence collected will be the walk through notes of implementation by the coaches and administration	8/24/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B3.S1.MA1  M411116	Effectiveness will be monitored informally through observations by the coaches and administration...	Kim, Bryan	8/21/2017	Evidence collected will be the walk through notes of implementation by the coaches and administration	8/24/2018 weekly
G4.MA1  M411133	Monitor staff vacancies	Kim, Bryan	10/1/2017	RHS System	8/31/2018 monthly
G4.B3.S1.MA1  M411131	Retention Rate	Kim, Bryan	10/1/2017	Number of vacancies at the school	8/31/2018 monthly
G4.B3.S1.MA1  M411132	Review of Funds Management Report	Kim, Bryan	10/1/2017	Expenditure posted in SAP	8/31/2018 monthly
G4.B3.S1.A1  A379168	Recognize instructional staff and paraprofessionals who come to or remain at the school	Kim, Bryan	10/1/2017	Payroll REcords	8/31/2018 monthly

V. Professional Development Opportunities

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

G2. To provide professional development (restart) on the MTSS system and implement with fidelity. This will include monthly data meetings, data tracking of interventions and progress as well as differentiated small group plans of instruction.

G2.B1 Some teachers are not differentiating, planning for small groups based on data, tracking interventions and monitoring progress. (MTSS system)

G2.B1.S1 The school counselor will begin on the teacher pre-planning with professional development. Explicit expectations will be explained and the process laid clearly laid out. Dates for follow up professional development through PLC's will be arranged with the school counselor, Monthly MTSS data meetings scheduled with administration present as available. In addition, Saturday PD will be held in October utilizing the strength of effective teacher leaders to model the process of small group implementation.

PD Opportunity 1

Arrange MTSS professional development sessions starting on the first day of pre-planning.

Facilitator

Rochelle Grooms

Participants

Classroom teachers

Schedule

Monthly, from 8/10/2017 to 5/25/2018

PD Opportunity 2

Teacher leaders will provide small group planning and implementation professional learning on a Saturday morning in October.

Facilitator

Teachers: White, Lowe and Levy

Participants

Classroom teachers

Schedule

On 10/7/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Schedule/provide weekly facilitated collaborative 5E based planning in Math and Science with the school-based coach.				\$109,634.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Crystal Lake Elementary School			\$0.00
	6400	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$83,652.00
			Notes: Reading Coach Math/Science Coach			
	6400	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$6,481.00
	6400	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$6,709.00
	6400	231-Health and Hospitalization	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$12,280.00
	6400	232-Life Insurance	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$38.00
	6400	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG	2.0	\$474.00
2	G1.B1.S1.A2	Implement the weekly planning for Math (5 E and formative assessment process) and Science (Inquiry based) including expectations for flexible small groups based on classroom assessment data.				\$0.00
3	G1.B1.S1.A3	Monitor the implementation of the plans through daily walk through observations by the coach and administration. Teachers will be given two weeks to show implementation with fidelity.				\$0.00
4	G1.B1.S1.A4	After the two week window, the coaching cycle will be implemented for teachers not meeting the expectation.				\$0.00
5	G1.B1.S1.A5	Monitoring of the teacher progress will continue throughout the coaching cycle with observed improvement expected within 2-3 week window.				\$0.00
6	G2.B1.S1.A1	Arrange MTSS professional development sessions starting on the first day of pre-planning.				\$0.00
7	G2.B1.S1.A2	Rochelle Grooms will provide PD on the MTSS system/process and lay out expectation for implementation along with scheduled monthly data meetings.				\$0.00
8	G2.B1.S1.A3	Schedule monthly data meetings for teachers to show and share data from interventions implemented.				\$0.00
9	G2.B1.S1.A4	Coaches will support small group intervention planning during weekly PLC's				\$0.00
10	G2.B1.S1.A5	Implementation timeline of two weeks will be expected once PD is provided.				\$0.00
11	G2.B1.S1.A6	Coaching will be implemented for teachers not meeting the expectations.				\$0.00

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12	G2.B1.S1.A7	Teacher leaders will provide small group planning and implementation professional learning on a Saturday morning in October.				\$2,206.51
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0101 - Crystal Lake Elementary School	Title, I Part A		\$2,206.51
13	G2.B1.S1.A8	Purchase needed technology (printers and ink) to print MTSS data, graphs, progress monitoring, and intervention materials and resources for small group instruction				\$6,246.36
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0101 - Crystal Lake Elementary School			\$2,082.12
			<i>Notes: Purchase needed technology (printers and ink) one per grade level to be used for printing MTSS/small group data, graphs needed for MTSS meeting and data chats, progress monitoring and resource intervention materials to use with student in MTSS small groups</i>			
			0101 - Crystal Lake Elementary School			\$2,082.12
			<i>Notes: Purchase needed technology (printers and ink) one per grade level to be used for printing MTSS/small group data, graphs needed for MTSS meeting and data chats, progress monitoring and resource intervention materials to use with student in MTSS small groups</i>			
			0101 - Crystal Lake Elementary School			\$2,082.12
			<i>Notes: Purchase needed technology (printers and ink) one per grade level to be used for printing MTSS/small group data, graphs needed for MTSS meeting and data chats, progress monitoring and resource intervention materials to use with student in MTSS small groups</i>			
14	G2.B1.S2.A1	The instructional coach for Math will support collaborative planning and small group interventions				\$0.00
15	G2.B2.S1.A1	Laptops with a cart, charger cords, headphones, to be used to implement small group intervention instruction, I-station Tiered computer-based differentiated instruction.				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		692-Computer Software Non-Capitalized	0101 - Crystal Lake Elementary School	Title, I Part A		\$14,000.00
16	G2.B2.S1.A2	The ELA coach and media specialist will compile and order leveled readers, standard-based books, AR leveled books and texts for small group instructional support.				\$21,065.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6200	610-Library Books	0101 - Crystal Lake Elementary School	Title, I Part A		\$10,000.00
	5100	510-Supplies	0101 - Crystal Lake Elementary School	Title, I Part A		\$10,000.00
			<i>Notes: Classroom leveled reader sets to be ordered school-wide for teachers to use for small group instruction</i>			

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	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$1,065.00
			<i>Notes: Classroom Libraries</i>			
17	G3.B1.S1.A1	Begin each planning session with coaches facilitating the discussion of the standard. Responses will be expected from teachers to ensure a unified understanding of the depth of the standard.				\$5,440.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6300	140-Substitute Teachers	0101 - Crystal Lake Elementary School			\$5,440.00
18	G3.B2.S1.A1	Teachers and coach will bring tasks matched to the complexity level of the standard in ELA [copy]				\$0.00
19	G3.B2.S1.A2	Teachers will be given two weeks to fully participate and bring tasks aligned to the complexity level. Those not meeting expectation will be started on the coaching cycle for two weeks. [copy]				\$0.00
20	G3.B2.S1.A3	Teachers and coach will bring tasks matched to the complexity level of the standard in Math/Science [copy]				\$0.00
21	G3.B3.S1.A1	Interventionist will facilitate and assist teachers with flexible small group plans. They will provide strategies and intervention ideas to meet the needs of students. Planning of small groups will be part of collaborative planning.				\$115,429.08
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5900	239-Other	0101 - Crystal Lake Elementary School			\$6,698.08
			<i>Notes: Extended Learning (After School Tutoring)</i>			
	5900	100-Salaries	0101 - Crystal Lake Elementary School			\$55,844.00
			<i>Notes: Salaries for the following: -Small Group Instructional Support Paraprofessionals(2)</i>			
	5100	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$40,238.00
			<i>Notes: Reading Interventionist</i>			
	5100	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$3,078.00
	5100	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$3,187.00
	5100	231-Health and Hospitalization	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$6,140.00
	5100	232-Life Insurance	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$19.00
	5100	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG	1.0	\$225.00
22	G3.B4.S1.A1	Introduce and implement the Accountability Sheets initiative and train staff during pre-planning August 3rd				\$0.00

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23	G3.B4.S1.A2	Teachers will be provided support with coaches to implement the accountability sheets and load student information. They will be given two weeks to implement and by fully utilizing by week 4.				\$0.00
24	G3.B4.S1.A3	Teachers resistant or not implementing as expected within the time frame of August will be provided coaching and counseling				\$0.00
25	G3.B5.S1.A1	Provide student engagement professional development for all instructional staff				\$0.00
26	G3.B5.S1.A2	Monitor the implementation of the engagement professional development				\$0.00
27	G3.B5.S1.A3	Provide coaching for teachers not meeting the implementation expectations				\$0.00
28	G4.B1.S1.A1	The counselor incorporate and implement through training teachers and providing social skills training for students.				\$0.00
29	G4.B1.S2.A1	A team will attend the district's CHAMPS training and return to train the staff				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0101 - Crystal Lake Elementary School	Title, I Part A		\$0.00
30	G4.B1.S2.A2	Appeal to the district for the return of a Behavior Interventionist position				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		100-Salaries	0101 - Crystal Lake Elementary School	Title, I Part A		\$50,000.00
31	G4.B2.S1.A1					\$1,521.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150		0101 - Crystal Lake Elementary School			\$1,521.00
			Notes: Supplies needed for student learning (interactive notebooks to replace worksheets) as well as family engagement events/academic.			
32	G4.B3.S1.A1	Recognize instructional staff and paraprofessionals who come to or remain at the school				\$47,613.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG	38.0	\$38,000.00
			Notes: Recruitment/Retention Bonuses			
	5100	150-Aides	0101 - Crystal Lake Elementary School	UniSIG	12.0	\$3,000.00
			Notes: Recruitment/Retention Bonuses			
	5100	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG	50.0	\$3,259.00
	5100	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG	50.0	\$3,124.00

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	5100	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG	50.0	\$230.00
Total:						\$373,154.95