



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crystal Lake Elementary School

2095 SW 96TH ST

Stuart, FL 34997

772-219-1525

cle.sbmc.org

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 36%
Alternative/ESE Center No	Charter School No	Minority Rate 23%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
---------------------	---------------------	---------------------	---------------------

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	14
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Part III: Coordination and Integration	42
Appendix 1: Professional Development Plan to Support Goals	43
Appendix 2: Budget to Support Goals	48

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Crystal Lake Elementary School

Principal

Brenda Watkins

School Advisory Council chair

Laira Starnes

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brenda Watkins	Principal
Trisha Elliott	Assistant Principal
Katherine Zehnder	Literacy Coach
Kristina Jackson	Guidance Counselor
Gina Vigil	Intervention Problem Solving Coach

District-Level Information

District

Martin

Superintendent

Mrs. Laurie Gaylord

Date of school board approval of SIP

Pending

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other community/business members. These individuals must be representative of the ethnic, racial and economic makeup of the community served by the school. Members include: Brenda Watkins- Principal; Laira Starnes- SAC Chair; Tara Pritsch- Parent; Leslie Dull- parent; Katie Harrison- Parent; Talicia VanHooser-Parent; Laura Alghothani-Parent; Janelle Natalie- Parent; Dawn Greenlees-Parent; Stacey Panero-Parent; Martha Gillespie-Beeman- Business Partner; Paula Crumpler-Parent; McKendree- Parent; Denise Harrison- Teacher; Terri Brown- Teacher; Karen Jankens-Educational Paraprofessional; Becky Gonzales- Teacher; Ginger McCormick- Teacher; Beth Tschinkel- Teacher

Our SAC is made up of 77% white, 15% Hispanic and 8% other.

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

The SAC will conduct monthly meetings. At this time the SAC will review relevant data , identify problem areas, monitors the SIP implementation, and then start the process over when the next round of data is available.

Projected use of school improvement funds, including the amount allocated to each project

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

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Brenda Watkins

Principal	Years as Administrator: 13	Years at Current School: 0
-----------	----------------------------	----------------------------

Credentials

Bachelors - Elementary Education
 Masters in Educational Leadership
 Additional Certifications/endorsements:
 Early Childhood Certification
 English Speakers of Other Languages (ESOL) Endorsement
 Reading Endorsement
 Educational Leadership (All levels)
 Principal Certification

Performance Record

Principal - Pinewood Elementary
 2011 - Grade B; Mastery: Reading 67%, Math 75%, Writing 63%, Science 53%; AYP = No
 2010 - Grade C; Mastery: Reading 74%, Math 75%, Writing 74%, Science 49%; AYP = No
 2009 - Grade B; Mastery: Reading 77%, Math 74%, Writing 87%, Science 39%; AYP, = No
 2008 - Grade A; Mastery: reading 75%, Math 78%, Writing 85%, Science 51%; AYP = No
 2007 - Grade A; Mastery: Reading 77%, Math 75%, Writing 81%, Science 54%; AYP= No
 Assistant Principal - Pinewood Elementary
 2006 - Grade B, AYP = Provisional
 2005 - Grade A, AYP = Yes
 2004 - Grade A, AYP = No
 Assistant Principal - Palm City Elementary
 2003 - Grade A, AYP = Yes
 2002 - Grade A
 2001 - Grade A

Trisha Elliott

Asst Principal	Years as Administrator: 0	Years at Current School: 0
----------------	---------------------------	----------------------------

Credentials

Bachelors and Masters = Elementary Education
 Certifications include:
 Educational Leadership All Levels
 Elementary Education
 English Speakers of Other Languages ESOL Endorsement
 Middle Grades Mathematics grades 5-9
 Middle Grades Science grades 5-9

Performance Record N/A

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kathryn Zehnder

Full-time / School-based Years as Coach: 0 Years at Current School: 0

Areas Reading/Literacy

Credentials Degrees:
 BS Elementary Education
 Masters Education with Reading Emphasis
 Florida Certification
 K-6
 Reading Prek-12 Endorsement

Performance Record N/A

Gina Vigil

Full-time / School-based Years as Coach: 8 Years at Current School: 2

Areas RtI/MTSS

Credentials BS special education –mental retardation
 BS Elementary Education

Performance Record Mainstream Consultant
 Crystal Lake Elementary (Part-time)
 2013 Grade B
 2012 Grade A
 Hobe Sound Elementary (Part-time)
 2013 Grade B
 2012 Grade A
 Pinewood Elementary
 2011 - Grade B; Mastery: Reading 67%, Math 75%, Writing 63%,
 Science 53%; AYP = No
 2010 - Grade C; Mastery: Reading 74%, Math 75%, Writing 74%,
 Science 49%; AYP = No
 2009 - Grade B; Mastery: Reading 77%, Math 74%, Writing 87%,
 Science 39%; AYP, = No
 2008 - Grade A; Mastery: reading 75%, Math 78%, Writing 85%,
 Science 51%; AYP = No

Classroom Teachers

of classroom teachers

42

receiving effective rating or higher

42, 100%

Highly Qualified Teachers

100%

certified in-field

100, 238%

ESOL endorsed

27, 64%

reading endorsed

2, 5%

with advanced degrees

9, 21%

National Board Certified

4, 10%

first-year teachers

4, 10%

with 1-5 years of experience

15, 36%

with 6-14 years of experience

10, 24%

with 15 or more years of experience

13, 31%

Education Paraprofessionals

of paraprofessionals

12

Highly Qualified

12, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

1

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Administration will:

Provide new teachers to the county with a mentor.

Encourage attendance at the district's Teachers Mentoring Teachers program

Offer on-going opportunities for professional growth

Monitor certification/endorsement needs and notify teachers of opportunities to complete

Encourage veteran teachers to become model/mentor classroom teachers to offer support throughout school and district.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based leadership team serves as the liaison between the administration and the instructional staff. They are responsible for getting information back to their teams, as well as bringing concerns and comments back to the group.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS Leadership Team will provide data on Tier 1, 2, and 3 targets; academic and social/emotional need areas, set clear expectations for instruction (to include Rigor, Relevance, and Relationship building); facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Performance Matters/District Benchmark Assessments, FCAT, Fountas and Pinnell Reading Running Records, iReady, and SWIS/PBIS.

Midyear: Performance Matters/District Benchmark Assessments, Fountas and Pinnell Reading Running Records, iReady, and SWIS/PBIS
 End of the Year: Performance Matters/District Benchmark Assessments, iReady, and Fountas and Pinnell Assessments

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Team will continue to facilitate ongoing trainings throughout the year to provide intervention and procedural updates. These trainings will take place during staff data team meetings and during the MTSS Team Meetings. The team will also model and monitor strategies being used in the classroom to ensure fidelity and optimal student growth. Parents will continue to be invited to MTSS meetings because they are an important part of the problem solving process. Parents will also have the opportunity to watch an introductory video before attending their child's meeting which explains the MTSS process in depth to parents.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kathryn Zehnder	Literacy Coach
Adria, Hinchman	ESE Teacher
Stephanie Enos	Kindergarten Teacher
Jennifer Towell	First Grade Teacher
Sarah Gast	Second Grade Teacher
MarySue Gulick	Third Grade Teacher - gifted
Elaine Sanchez	Fourth Grade Teacher
Heather Padgett	Fifth Grade Teacher
Elizabeth Martin	Media Specialist

How the school-based LLT functions

The LLT meets monthly to discuss strategies, monitor progress and plan staff development for our K-5 Instructional staff. This team analyzes current data to prepare professional development aligned with curriculum calendars and focused on student needs. The LLT is responsible for coordinating student/teacher materials, teacher book studies and providing ongoing support for literacy throughout the school.

Major initiatives of the LLT

The LLT will be focused on analyzing current student data (FCAT, running records, Bear Spelling Inventories, classroom pre/post assessments, iReady, and district benchmarks) to ensure instruction is aligned with highly effective instructional strategies and best practices as well as student needs. Our focus this year will be to follow the district initiatives to implement Words Their Way and Guided Reading with fidelity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Crystal Lake provides a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age

to our school.

Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to assist in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	83%	70%	No	85%
American Indian				
Asian				
Black/African American				
Hispanic	75%	56%	No	78%
White	85%	72%	No	87%
English language learners	67%	30%	No	70%
Students with disabilities	61%	48%	No	65%
Economically disadvantaged	76%	58%	No	78%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	68	27%	85%
Students scoring at or above Achievement Level 4	104	42%	85%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	149	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0)	63	58%	63%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		45%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	38	55%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	73%	63%	No	76%
American Indian				
Asian				
Black/African American				
Hispanic	63%	56%	No	67%
White	76%	65%	No	78%
English language learners	67%	30%	No	70%
Students with disabilities	51%	45%	No	56%
Economically disadvantaged	54%	43%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	28%	35%
Students scoring at or above Achievement Level 4	97	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	125	50%	60%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	62	63%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	22	24%	70%
Students scoring at or above Achievement Level 4	36	40%	70%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	2	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0		
Students retained, pursuant to s. 1008.25, F.S.	0		
Students who are not proficient in reading by third grade	9	10%	5%
Students who receive two or more behavior referrals	4		
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0		

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

100% of parents will participate in at least one event at Crystal Lake Elementary during the 2013-2014 school year.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
100% Parent Participation -	520	100%	100%

Goals Summary

- G1.** The percentage of students scoring at level 3 or above in Science will increase.
- G2.** The number of STEM opportunities will increase across grade levels.
- G3.** The number of activities for Parents to become involved at Crystal Lake will increase.
- G4.** Increase number of students scoring 3.5 and above.
- G5.** The percentage of students scoring at level 3 or above in reading will increase.
- G6.** The percentage of students scoring at level 3 or above in Math will increase.

Goals Detail

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

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Increased use of Science journals in classrooms and in the lab;
- Principal, Assistant Principal, coaches and lead teachers attend professional development with Larry Chew
- Increase Project-based Learning and STEM activities for students to explore real-world problems.

Targeted Barriers to Achieving the Goal

- Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion.
- Teachers need to be in-serviced on Project-based Learning/STEM structure and development.

Plan to Monitor Progress Toward the Goal

Increase use of Science journals

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule:

2013-2014

Evidence of Completion:

Student Science/cross curricular journals

G2. The number of STEM opportunities will increase across grade levels.

Targets Supported

- STEM
- STEM - All Levels

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

- Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G3. The number of activities for Parents to become involved at Crystal Lake will increase.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- Watch DOGS, SIP Goal, PTA

Targeted Barriers to Achieving the Goal

- Communication of Activities and details

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G4. Increase number of students scoring 3.5 and above.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Literacy Coaches are available to model lessons and facilitate trainings and discussions to deepen knowledge of writing across the content areas. , Writers' Workshop Units of Study aligned to the CCSS.

Targeted Barriers to Achieving the Goal

- Limited instructional time.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

G5. The percentage of students scoring at level 3 or above in reading will increase.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Social Studies
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Literacy Coaches are available to model lessons and provide resources for instructional staff., Literacy Coach will provide multiple training opportunities centered around guided reading, strategy lessons, word study, and small group instruction., Unwrapped ELA standards are available on the district website. CCSS Flip books were distributed to teachers. Standards-based report cards and assessment guides are in place for K-2. Literacy Coach delivered training on standards based report card aligned with CCSS

Targeted Barriers to Achieving the Goal

- Teachers need deeper understanding and experience with the rigor of the Common Core Standards.
- Instructional Staff needs more support in differentiated small group reading instruction.
- Teachers need resources and training to support struggling students.

Plan to Monitor Progress Toward the Goal

Mentor texts

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

2013-2014

Evidence of Completion:

iReady and district benchmark assessments and F& P records

G6. The percentage of students scoring at level 3 or above in Math will increase.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- The percentage of students scoring a level 3 or above in math will increase.

Targeted Barriers to Achieving the Goal

- Students' limited exposure to math in the real-world.
- Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

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

G1.B1 Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion.

G1.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning

Action Step 1

Professional development, and cross curricular planning of instructional staff.

Person or Persons Responsible

Science SIP committee, Science Teacher Leader, District Science Developer

Target Dates or Schedule

Monthly meetings, Grade-level instructional meetings, In-house Professional Development

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

Facilitator:

Participants:

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Science journals

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

2013-2014

Evidence of Completion

Science/cross curricular journals

G1.B1.S2 Training on CCSS

Action Step 1

Professional Development on CCSS

Person or Persons Responsible

Administration, SIP Science Goal Team, Science Teacher Leader

Target Dates or Schedule

Grade-Level Team meeting, In-house Professional Development, Staff meetings

Evidence of Completion

PD sign-in sheets, Meeting minutes, observations.

Facilitator:

Participants:

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Teachers need to be in-serviced on Project-based Learning/STEM structure and development.

G1.B2.S1 Provide STEM training opportunities for staff members

Action Step 1

STEM training

Person or Persons Responsible

Science SIP Goal team member(s)

Target Dates or Schedule

upon availability

Evidence of Completion

Conference schedule/notes

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2. The number of STEM opportunities will increase across grade levels.

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences.

Action Step 1

Planning and implementation/revision of STEM labs, Shared scales for Science benchmarks

Person or Persons Responsible

Science Lab teacher; District Science Coordinator; Science SIP committee; All instructional staff

Target Dates or Schedule

Monthly SIP meetings, Science Lab meetings, workshops, conferences

Evidence of Completion

Classroom observations; rubrics; Student feedback

Facilitator:

District Science Coordinator, Science Lab Teachers, Science SIP Committee chair

Participants:

Teachers, paraprofessionals, administration

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

Implementation of STEM activities

Person or Persons Responsible

Administration, District Science Coordinator

Target Dates or Schedule

ongoing

Evidence of Completion

Observations, ERO sign in, lesson plans, science journals

Plan to Monitor Effectiveness of G2.B1.S1

District Benchmark tests, science journals

Person or Persons Responsible

Administration, teachers, District Science Coordinator

Target Dates or Schedule

2013-2014

Evidence of Completion

observations, district science benchmark, science journals

G3. The number of activities for Parents to become involved at Crystal Lake will increase.

G3.B1 Communication of Activities and details

G3.B1.S1 Provide information in Monthly Newsletter going home to parents;

Action Step 1

Monthly News Letter

Person or Persons Responsible

PTA, School Secretary

Target Dates or Schedule

Monthly

Evidence of Completion

Newsletter

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G3.B1.S2 Provide information on school website.

Action Step 1

School Website updates

Person or Persons Responsible

Web Master

Target Dates or Schedule

Weekly

Evidence of Completion

Website

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G4. Increase number of students scoring 3.5 and above.

G4.B1 Limited instructional time.

G4.B1.S1 Integrate writing in reading and across other content areas.

Action Step 1

Writing in content areas

Person or Persons Responsible

Classroom Teachers Instructional Interventionist Literacy Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom Observations Lesson Plans Student Portfolios / Journals

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

Grade Level Team Meetings

Person or Persons Responsible

Teachers Interventionist Literacy Coaches Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Lesson Plans Observations

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5. The percentage of students scoring at level 3 or above in reading will increase.

G5.B1 Teachers need deeper understanding and experience with the rigor of the Common Core Standards.

G5.B1.S1 Process through standards at weekly grade team meetings and monthly SIP Literacy Committee Meetings, PLC's

Action Step 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Person or Persons Responsible

Literacy Coach and Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches' Log Sign-in Forms PD/Training Evaluations in ERO

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

Coach's Log Teacher Feedback Student Progress

Person or Persons Responsible

Literacy Coach Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Coach's Log Evaluations in ERO Sign-in Forms

Plan to Monitor Effectiveness of G5.B1.S1

Teacher Feedback Student Progress

Person or Persons Responsible

Literacy Coach Administration Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Evaluations in ERO Teacher Feedback Student Progress

G5.B1.S2 Literacy coaches will model best instructional practices, facilitate discussions, and reflect with teachers on instructional practice.

Action Step 1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B1.S3 Teachers will attend trainings and participate in PLC's relating to Problem Based Learning

Action Step 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in reading.

Person or Persons Responsible

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Meeting notes

Facilitator:

Mainstream Consultant, Administration, Literacy Coach

Participants:

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Action Step 2

Attend Problem-Based Learning workshops, conferences, forums

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

2013-2014, Summer 2014

Evidence of Completion

Presentation to staff, lesson plans, student projects.

Facilitator:

Participants:

Action Step 3

Participate in a PBL professional learning community with feeder middle school

Person or Persons Responsible

Teachers and administration at CLE and AMS

Target Dates or Schedule

2013-2014

Evidence of Completion

agendas and notes

Facilitator:

Administration at both schools

Participants:

Teachers, support staff and administration

Plan to Monitor Fidelity of Implementation of G5.B1.S3

PBL - Problem Based Strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014

Evidence of Completion

lesson plans, classroom observations, student projects

Plan to Monitor Effectiveness of G5.B1.S3

PBL

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

2013-2014

Evidence of Completion

Benchmark score, iReady scores, FCAT scores, F & P levels

G5.B1.S4 Teachers and support staff will attend trainings on CCSS. They will share resources and present information to staff.

Action Step 1

Trainings, workshops, conferences

Person or Persons Responsible

Teachers and support staff

Target Dates or Schedule

2013-2014

Evidence of Completion

Presentation to staff, lesson plans, classroom observations

Facilitator:

Various

Participants:

Teachers and support staff

Plan to Monitor Fidelity of Implementation of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S4

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B2 Instructional Staff needs more support in differentiated small group reading instruction.

G5.B2.S1 Literacy Coaches will facilitate book study with teachers for Words Their Way and The Daily Five that will deepen the knowledge on how to implement differentiated small group instruction.

Action Step 1

Model Lessons Staff Meetings Professional Development/Trainings Grade Level Meetings Individual Teacher Discussions

Person or Persons Responsible

Literacy Coach Administration, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches' Log Evaluations in ERO Sign-in Forms

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G5.B3 Teachers need resources and training to support struggling students.

G5.B3.S1 Provide mentor texts and book links for teachers to use in the classroom.

Action Step 1

Purchase mentor texts and book links

Person or Persons Responsible

Administration

Target Dates or Schedule

October- January

Evidence of Completion

receipts of purchase

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

Mentor texts

Person or Persons Responsible

Administration

Target Dates or Schedule

2013-2014

Evidence of Completion

lesson plans, observations

Plan to Monitor Effectiveness of G5.B3.S1

Mentor texts

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule

2013-2014

Evidence of Completion

G5.B3.S2 Provide researched based programs and training to support struggling readers.

Action Step 1

Purchase researched based programs to be used for interventions

Person or Persons Responsible

Principal

Target Dates or Schedule

October-January

Evidence of Completion

Data, MTSS monitoring

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Intervention Programs

Person or Persons Responsible

Principal, MTSS team

Target Dates or Schedule

2013-2014

Evidence of Completion

Teacher made documentation, MTSS notes, increase in student achievement

Plan to Monitor Effectiveness of G5.B3.S2

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G6. The percentage of students scoring at level 3 or above in Math will increase.

G6.B1 Students' limited exposure to math in the real-world.

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities and for homework.

Action Step 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Person or Persons Responsible

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Meeting notes

Facilitator:

Mainstream Consultant, Administration, Literacy Coach

Participants:

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Action Step 2

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

Person or Persons Responsible

Classroom teacher

Target Dates or Schedule

During math centers/small group time

Evidence of Completion

Student work samples

Plan to Monitor Fidelity of Implementation of G6.B1.S1

Student work samples and student conferences

Person or Persons Responsible

Classroom teacher Administration

Target Dates or Schedule

observations and walk throughs

Evidence of Completion

work samples

Plan to Monitor Effectiveness of G6.B1.S1

assessment results

Person or Persons Responsible

administration and teacher

Target Dates or Schedule

during assessments

Evidence of Completion

higher scores on assessments

G6.B2 Teachers need time to acquire deeper understanding of teaching CCSS (both content and process standards) with increased academic rigor.

G6.B2.S1 Unpack and analyze the standards together at weekly grade team meetings and monthly SIP meetings.

Action Step 1

review CCSS standards as a team, view the unwrapped standards, search for materials to support the teaching of the standards, plan student experiences to master the standards

Person or Persons Responsible

grade level teams and SIP Goal grade level math reps

Target Dates or Schedule

during weekly team meetings and monthly math SIP Goal meetings

Evidence of Completion

notes from weekly team meetings and monthly SIP Goal meetings

Plan to Monitor Fidelity of Implementation of G6.B2.S1

weekly lesson plans, meeting minutes, classroom experiences

Person or Persons Responsible

Classroom teacher administration

Target Dates or Schedule

during planning, during lesson implementation, during meetings

Evidence of Completion

lesson plans, observations of lesson delivery, meeting minutes

Plan to Monitor Effectiveness of G6.B2.S1

observation of classroom lessons

Person or Persons Responsible

classroom teacher, administration

Target Dates or Schedule

during lesson implementation and during planning

Evidence of Completion

meeting minutes, lesson plans, lesson implementation

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Crystal Lake Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

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

G1.B1 Teachers need to be trained on how to implement a journal in Science for cross-curricular infusion.

G1.B1.S1 Increased use of Science journals in classrooms and in the lab; implementing CCSS to allow for cross content area learning

PD Opportunity 1

Professional development, and cross curricular planning of instructional staff.

Facilitator

Participants

Target Dates or Schedule

Monthly meetings, Grade-level instructional meetings, In-house Professional Development

Evidence of Completion

Classroom observations; lesson plans; assessments; student journals

G1.B1.S2 Training on CCSS

PD Opportunity 1

Professional Development on CCSS

Facilitator

Participants

Target Dates or Schedule

Grade-Level Team meeting, In-house Professional Development, Staff meetings

Evidence of Completion

PD sign-in sheets, Meeting minutes, observations.

G2. The number of STEM opportunities will increase across grade levels.

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences.

PD Opportunity 1

Planning and implementation/revision of STEM labs, Shared scales for Science benchmarks

Facilitator

District Science Coordinator, Science Lab Teachers, Science SIP Committee chair

Participants

Teachers, paraprofessionals, administration

Target Dates or Schedule

Monthly SIP meetings, Science Lab meetings, workshops, conferences

Evidence of Completion

Classroom observations; rubrics; Student feedback

G5. The percentage of students scoring at level 3 or above in reading will increase.

G5.B1 Teachers need deeper understanding and experience with the rigor of the Common Core Standards.

G5.B1.S3 Teachers will attend trainings and participate in PLC's relating to Problem Based Learning

PD Opportunity 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in reading.

Facilitator

Mainstream Consultant, Administration, Literacy Coach

Participants

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Meeting notes

PD Opportunity 2

Attend Problem-Based Learning workshops, conferences, forums

Facilitator

Participants

Target Dates or Schedule

2013-2014, Summer 2014

Evidence of Completion

Presentation to staff, lesson plans, student projects.

PD Opportunity 3

Participate in a PBL professional learning community with feeder middle school

Facilitator

Administration at both schools

Participants

Teachers, support staff and administration

Target Dates or Schedule

2013-2014

Evidence of Completion

agendas and notes

G5.B1.S4 Teachers and support staff will attend trainings on CCSS. They will share resources and present information to staff.

PD Opportunity 1

Trainings, workshops, conferences

Facilitator

Various

Participants

Teachers and support staff

Target Dates or Schedule

2013-2014

Evidence of Completion

Presentation to staff, lesson plans, classroom observations

G6. The percentage of students scoring at level 3 or above in Math will increase.

G6.B1 Students' limited exposure to math in the real-world.

G6.B1.S1 Provide opportunities for students to explore real-world math during center activities and for homework.

PD Opportunity 1

Professional Learning Communities to disaggregate data and determine needs in order to assist with increasing student learning gains among students who are struggling in math.

Facilitator

Mainstream Consultant, Administration, Literacy Coach

Participants

Mainstream Consultant, Administration, Literacy Coach, Guidance Counselor, Speech Pathologist, Grade level teams

Target Dates or Schedule

Bi-monthly meetings

Evidence of Completion

Meeting notes

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	The percentage of students scoring at level 3 or above in Science will increase.	\$500
G5.	The percentage of students scoring at level 3 or above in reading will increase.	\$11,500
Total		\$12,000

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Professional Development	Evidence-Based Materials	Total
	\$500	\$0	\$0	\$500
SIP	\$0	\$2,000	\$1,500	\$3,500
SIP, Education Foundation of Martin County Grant	\$0	\$0	\$4,000	\$4,000
SIP, PTA	\$4,000	\$0	\$0	\$4,000
Total	\$4,500	\$2,000	\$5,500	\$12,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

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

G1.B2 Teachers need to be in-serviced on Project-based Learning/STEM structure and development.

G1.B2.S1 Provide STEM training opportunities for staff members

Action Step 1

STEM training

Resource Type

Evidence-Based Program

Resource

STEM conferences provide teachers with new and innovative strategies for implementing STEM activities into the classroom.

Funding Source

Amount Needed

\$500

G2. The number of STEM opportunities will increase across grade levels.

G2.B1 Need for teachers to gain deeper understanding of teaching STEM with increased rigor and addressing cognitive complexity in questioning.

G2.B1.S1 STEM staff training; Cross grade level meetings; further training/guidance using Science journals, workshops and conferences.

Action Step 1

Planning and implementation/revision of STEM labs, Shared scales for Science benchmarks

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

\$0

G5. The percentage of students scoring at level 3 or above in reading will increase.

G5.B1 Teachers need deeper understanding and experience with the rigor of the Common Core Standards.

G5.B1.S3 Teachers will attend trainings and participate in PLC's relating to Problem Based Learning

Action Step 2

Attend Problem-Based Learning workshops, conferences, forums

Resource Type

Evidence-Based Program

Resource

protocols, lessons, student create projects

Funding Source

SIP, PTA

Amount Needed

\$4,000

G5.B1.S4 Teachers and support staff will attend trainings on CCSS. They will share resources and present information to staff.

Action Step 1

Trainings, workshops, conferences

Resource Type

Professional Development

Resource

strategies, lessons

Funding Source

SIP

Amount Needed

\$2,000

G5.B3 Teachers need resources and training to support struggling students.

G5.B3.S1 Provide mentor texts and book links for teachers to use in the classroom.

Action Step 1

Purchase mentor texts and book links

Resource Type

Evidence-Based Materials

Resource

Mentor texts and book links to use for interactive read alouds

Funding Source

SIP, Education Foundation of Martin County Grant

Amount Needed

\$4,000

G5.B3.S2 Provide researched based programs and training to support struggling readers.

Action Step 1

Purchase researched based programs to be used for interventions

Resource Type

Evidence-Based Materials

Resource

Visualizing Verbalizing, other types of reading and math intervention materials

Funding Source

SIP

Amount Needed

\$1,500