

Crookshank Elementary School

1455 N WHITNEY ST, St Augustine, FL 32084

<http://www-ces.stjohns.k12.fl.us/>

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
70%

Alternative/ESE Center
No

Charter School
No

Minority
34%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

This plan is pending approval by the St. Johns 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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of the St. Johns County School District is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.
The Mission of Crookshank Elementary School is to inspire values and inspire lifelong leaders.

Provide the school's vision statement

The school's vision statement will be developed by Crookshank's School Advisory Council during the 2014-15 School Year.

School Environment

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

The Crookshank School Community believes that children are naturally drawn to learning in an environment where they are first loved before they are taught. By respecting prior educational experiences and the diverse backgrounds to which our students are born, we work with children and their families to create a culture of caring that introduces children to the world of possibility. With teachers who understand the many ways students learn, our school provides academic rigor in an environment that emphasizes thinking and creativity.

The AVID model transforms the culture and instruction of the school, ensuring college readiness for all students. In the AVID Elementary model, grade-level teams incorporate best practices for teaching and embed AVID strategies and methodologies across all grade level expectations and classroom procedures. All students are exposed to the strategies of AVID in a sequential progressive process.

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

Crookshank Elementary School employs child centered faculty and staff members who prioritize safety and respect for children during the school day and our extended school programs. We recognize that positive classroom environments and high expectations schoolwide foster and support student success. Students are provided a clean school campus that promotes community, as evidenced by our school garden. Students are encouraged to be responsible for their actions and success through personal social contracts, a practiced supported by both AVID and Leader In Me. School safety includes a newly installed fence and school cameras. Formal adult supervision schedules ensure the continuous care of children before, during and after school. Teachers create safe and comfortable learning environments where students are encouraged to treat their peers and adult staff members with respect. There is a school safety team and plan in place in case of an emergency.

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

Classroom teachers provide clear behavior expectations for all students to follow. Classroom behavior contracts are signed by both students and parents/guardians. Clearly stated and student

friendly school wide behavioral expectations are posted throughout the school as evidenced by signs posted in the cafeteria and hallways. To decrease the number of out of school suspensions a Turnabout Room has been established for students exhibiting Level I or Level II behavior offenses. Students will complete classroom assignments and have the opportunity to rethink their actions before returning to the classroom. Crookshank has a Behavior Specialist to help with student intervention strategies.

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

As a Leader in Me model school Crookshank teaches students to be responsible, creative, set goals, resolve conflicts and appreciate difficult cultures. Leader in Me, when integrated with the SJCS D Character Counts program equips students with the self-confidence and skills they need to thrive in the 21st-century.

Students who exhibit negative behavior are taken through the MTSS/RtI process. Hard data is collected to show an increase in desired behaviors and a decrease in undesirable behaviors as indicators of the success of the intervention. Parents are involved each step of the way. The classroom teacher is in regular contact with parents so they know what interventions are implemented and what the student's rate of progress is on a weekly basis. Our school guidance counselor conducts individual and small group counseling sessions, counsels with students and parents with tardy or absenteeism, and provides teachers with suggestions for effective classroom management.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	1	23	13	11	9	12	69
One or more suspensions	0	5	5	5	6	8	29
Course failure in ELA or Math	2	1	0	2	7	5	17
Level 1 on statewide assessment	0	0	0	4	16	23	43

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	5	1	5	8	10	29

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

MTSS/RTI Process, AVID Goals, Supplemental Tutoring, "Building Bricks" Intervention strategy, "Leader in Me" leadership strategies

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181314>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

Crookshank's School Advisory Council (SAC) is a diverse group of school stakeholders who have a shared goal of increasing student achievement in a safe learning environment. SAC is comprised of the principal, assistant principals, teachers, education support staff, parents, business people and community members. The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan and acts as a resource to the school principal. The term advisory is intended to provide: inquiring, informing, suggesting, recommending and evaluating.

The mission of Crookshank's Parent Teacher Organization (PTO) is to create a sense of community among parents, students, and faculty and to assist in providing a positive, nurturing environment in which all students are challenged to discover the joy of lifelong learning, realize their potential, develop creative and critical thinking skills, and become responsible citizens and contributors in a rapidly changing world. The PTO schedules many community activities and supports student achievement by funding recognition assemblies.

Crookshank Elementary School is also enjoys partnerships with Anastasia Baptist Church. ABC's "Blessings in a Backpack" Program provides weekend food to families in need and their Good News Club is a voluntary activity students can participate in on Wednesday afternoons at school). Crookshank also has affiliations with the Big Brothers & Big Sisters, and Flagler College, a collaboration which offers lab school courses on the school campus.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Goricki, Paul	Principal
Nason, Jodi	Assistant Principal
Walker, LaVerne	Assistant Principal
Shatto, Julia	Instructional Coach
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Evans, Teri	Psychologist
Hobbs, Marie	Other
White, Karen	Other

Duties

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

Behavior Specialist-District and School, Guidance Counselor, Speech/Language Pathologist, Instructional Literacy Coach (ILC), Instructional Math Coach (IMC), Title I Instructor, ESE Teacher, Psychologist, Principal, Assistant Principal, Parent Representative, and LEA for CES.

Principal and Assistant Principals: Provide a common vision for the use of data-based decision-making, which ensures that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

ESE Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Coaches: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervention services for children to be considered “at risk;” assist in the design and implementation for progress monitoring, data collection and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Title I Instructor: Provides guidance on K-5 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation Tier I, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologists: Educates the team in the role language plays in curriculum assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systematic patterns of student need with respect to language skills.

Parent Representative: Serves as a stakeholder by helping to achieve the school mission and vision and communicating information to parents.

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 CES MTSS processes have been cultivated through 5 years of direct training through the University of South Florida (RtI) cohort training. Throughout this process, the CES MTSS process has been developed to review, monitor and coordinated Tier 1,2 and 3 implementation on campus through a weekly core and grade level team format. MTSS teaming occurs during a modified Wednesday "WOW-Working on the Work" schedule that allows teams to present data or case work on a 6 week cycle for plan implementation. Throughout this format, teams are also immersed in data discussions based on formative assessments and targeted staff development. SIP Goal review including the 4 main goals, AMO subgroups and Early Warning Statistics are reviewed as part of determining effectiveness of interventions and prior decision making. Based on prior performance data, staffing and resource allocation is targeted towards the implementation of school goals, teacher support systems and student services.

Title I, Part A

John A. Crookshank Elementary is a Title I school-wide model due to the nearly 68% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration under the lead of Mr. George Leidich and his staff. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration. Superintendent Joseph Joyner and Special Programs Director Meredith Strickland meet with all Title I schools regularly to ensure compliance in meeting AMO standards and benchmarks. Title I and II services also supported state and local curriculum services with the inclusion of the Florida Continuous Improvement Model staff in-service, Melissa Forney Writing workshop, Just Read Florida! Support and SJC District Fidelity Check programs. Two other state supported programs are the Multi-Tiered Systems Approach (MTSS/RTI) and the Positive Behavior Support (PBS) systems that are founded and cultivated by the University of South Florida. John A Crookshank Elementary school also has a local partnership with the St. Johns County Public Libraries to provide books and resources to students after school and during the summer with the "Book-mobile" project. And returning to the 2014-15 school year, CES will be partnering again with Communities in Schools through the joint funding of a VISTA Parent Liaison Coordinator to assist in facilitation community and school resources as it relates to classroom and student support.

Title I, Part C

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met. These services are provided and monitored by SJCS Student Services in conjunction with CES guidance and administration.

Title II

John A. Crookshank Elementary receives Title II funds through district allocations based on FTE and program needs. Title II funds are spent on FCIM curriculum planning and leadership programming during the summer for the following school year.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners. Due to the high numbers of Hispanic students at CES for the 2014-15 school year, an ESOL paraprofessional has been added to assist with academic programming needs of our learning environment.

Title X, Homeless

District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)

CES will utilize the projected SAI funds through the use of targeted intervention materials (STAR Math, Reflex Math, Worldly Wise) during and after the school day to work with our Tier 2 and Tier 3 students as identified through FAIR and formative and summative assessments in grades K-3. In addition, SAI funds will also be used to extend our learning hours by providing transportation for after school tutoring as well as paying for instructional staff during this time.

Students will be identified through summative CIM assessments and formative state and county benchmark tests. Children located in the lowest 25% in reading, math and behavior will be targeted for this extended learning opportunity. Due to the increased funding allocation, transportation will be provided to assist in the probability that our “at-risk” population will be able to attend after school activities for family convenience.

Violence Prevention Programs

The school offers a non-violence and anti-drug program that incorporates field trips, community service, and counseling. Through the implementation of the Positive Behavior Support (PBS) system, Character Counts and The Leader in Me, all behavioral data is tracked and monitored in order to implement effective strategies that target minor behaviors in the early stages. CES has a Behavioral Specialist who works directly with the students and staff in order to assist with the behavioral needs of our campus. CES also has a PCM response team who operates under state and district guidelines with the support and direction of a district Behavior Specialist, Mr. Donna Arsenault.

Nutrition Programs

In addition to the CCSS focus on health and nutrition at every grade level, CES continuously applies for school garden grants as well as receiving supplemental nutritional programs from state and local agencies. The University of Florida Family Nutrition Program and the St. Johns County Agriculture Extension Office also develops curriculum, presentations, and training on how to provide healthier nutritional options for elementary school children. These supplemental garden and instructional support programs are underpinned by a renewed healthier options focus by St. Johns County School District Food Services Department.

Head Start

CES hosts one of four District Head Start early childhood transition programs. With two instructional houses serving approximately 36 pre-school aged students, Head Start services provide transitional services for our most needy students and families. In addition to classroom instruction, Head Start staff provides parental involvement through monthly events that assist in family inclusionary services with the community. Head start also participates with the Pre-K clinic in early identification of students' difficulties in such a way that there is sufficient information on which to base effective assistance.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Paul Goricki	Principal
Brent Cofield	Teacher
Kaneika Hampton	Teacher
Joanne Marziani	Teacher
Celeste Smithson	Parent
Angela Haynes	Parent
Ali Malvicino	Parent
Karen Hansen	Parent
Sarah Taylor	Parent
Zakiyyah Nation	Parent
Elizabeth Beute	Parent
Susan Mishall	Business/Community
	Student
Diane Lloyd	Teacher
Joanne Marziani	Teacher
Wendy Dailey	Teacher
Christina Lemley	Teacher
Mary Linekin	Teacher
Brittany Gribble	Parent
Barbara Haynes	Parent

Duties

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

Evaluation of last year's school improvement plan

In the Spring of 2014, Crookshank parents, community members, faculty and staff members and students were asked to respond to needs assessment surveys for the purpose of identifying areas for school improvement. Completed surveys were tallied and the data was used to determine smart goals for the 2014-15 School Year.

Initiatives that were implemented to address areas of need (ex. schoolwide "Building Blocks Intervention"), were found to be difference makers and will continue to be part of this year's school improvement plan. The "Leader in Me" Program and AVID Program goals are also being expanded to reflect their role in raising student achievement.

Development of this school improvement plan

During the 2013-14 School Year, parents, community, students, staff and faculty provided input through surveys. Areas found to be difference makers in support student achievement included School Advisory Council initiatives, PTA support and "Leader in Me" Lighthouse Team involvement and the Title I Parent Involvement Plan. Each of these areas contributed to the multi-layered support that resulted in last year's academic growth. At the first school advisory council meeting of the 2014-15 School Year, council members discussed and approved proposed goals. Through the SAC process, school goals and progress will be continuously monitored and reported to parents in an effort to communicate a clear focus of the annual planning process.

Preparation of the school's annual budget and plan

The principal presented Crookshank's annual budget to school advisory council members at the September, 2014 SAC meeting. The 2014-15 School Year Budget includes funding for many school improvement initiatives, including AVID Program materials and professional development and "Leader in Me" materials and related professional development. Title I funds are used on staffing and materials that directly impact student achievement. SAC funding for 2014-15 School Year is yet to be determined. If funding permits, priority will be given to the professional development of teachers and the reinstatement of site licenses for school improvement software.

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

School improvement monies were allocated for student learning and professional development for teachers. Expenditures included the following:

\$399.80 site license for Fast Forward software (reading)

\$229.63 instructional supplies

\$969.69 professional development

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

Yes

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

Crookshank's School Advisory Council is still seeking parent volunteers to ensure that 51 percent of council membership is comprised of of parents.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Shatto, Julia	Instructional Coach
Goricki, Paul	Principal
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Hobbs, Marie	Other
Nason, Jodi	Assistant Principal
Walker, LaVerne	Assistant Principal
White, Karen	Instructional Coach
Evans, Teri	Psychologist

Duties

Describe how the LLT promotes literacy within the school

Leadership team reviewed instructional data through FLDOE FCIM format to determine instructional goals. The team will also concentrate on supporting teachers with instructional strategies to differentiate instruction and to meet the needs of all subgroups and the lowest 25% of students. The team provided the School Advisory Council (SAC) data used to develop the SIP. Data provided: Tier 1,2,and 3 targets; academic and social/emotional areas that needed to be addresses; helped set

clear expectations for instruction (Rigor, Relevance, Relationship); facilitated 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.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Collaboration and support from the Florida Department of Education (2013-14 academic year) have resulted in focused planning at the school level. This is evidenced by our lesson plan template specific to each grade level which includes our school wide Advancement Via Individual Determination (AVID) goals. AVID Elementary is informed by the findings of Marzano, Gaddy, and Dean, specifically their "best teaching practices," outlined in What Works in Classroom Instruction. Crookshank administration will provide staff with high quality, job embedded professional development through differentiated individual prescriptions, small group/large group instructional strategies, a focus on weekly grade-level meetings; common planning time, and team unit planning with continuous attention to intervention instructional strategies for identified students with academic problems. Newly hired teachers have been provided a Crookshank grade level specific mentor to aid in their transition to Crookshank, which includes collaborative planning and instruction.

Julia Shatto, Literacy Coach has implemented teacher book clubs that meet once per month. The following books have been chosen for 2014-15 academic year:

Comprehension Toolkit
Reading with Meaning K-2
Engaging Students with Poverty in Mind
Notice and Note
Engaging Minds in Science Math Classroom
Teaching with Intention K-5

All book topics are aligned with fulfilling our 2014-15 AVID school wide goals:

Learning to Organize: All students have a system for organizing their materials, thinking and learning.

Learning to Write/Writing to Learn activities serve four basic purposes:

1. Promote critical and reflective thinking
2. Force clarity
3. Promote long-term learning
4. Provide a tool for self-expression

Learning to Inquire/Inquiry: Inquiry method encourages students to be engaged in metacognition through the use of Levels of Thinking and Questioning.

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

The St. Johns County School District has a hiring screening process to narrow down the applicant pool and assure that all schools interview highly qualified applicants. The principal and two assistant principals, as an interview team conducted the Crookshank instructional and non-instructional interview process. A formal process is utilized with fidelity to ensure that all candidates receive the same treatment. The interview team uses interview questions prepared by the school secretary. The team approach allows for proper discussion when deciding on an applicant. During the summer of 2014, candidates for various positions were interviewed. Collectively, 17 new staff members were hired in the following areas and grade level: 1-Speech; 3-Kindergarten Teachers; 2-1st Grade Teachers; 3-2nd Grade Teachers; 1-3rd Grade Teacher; 1-4th Grade Teacher; 1-5th Grade Teacher; 1-PK Headstart Teacher; 1-PK ESE Teacher; 1-Kindergarten Associate Teacher; 1-5th Grade Associate Teacher; 1-ESE Paraprofessional. Each new instructional staff member is assigned a grade level team mate as a mentor.

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

St. Johns County School District provides a mentor program for all newly hired instructional staff that meets offsite periodically. The mentor program at Crookshank is centered around matching new teachers with experienced instructors. For the 2014-15 school year each newly hired teacher is paired with a mentor specific to their assigned grade level. Through these pairings, teachers can have base level conversations regarding curriculum, school systems and student growth. Mentoring activities include daily mentorship of FCIM and classroom strategies implementation, as well as procedures relevant to the Crookshank school environment. Maria Hobbs, Crookshank speech teacher will mentor the new speech teacher, Amanda Goswami. The following are newly hired teachers and mentors for the 2014-15 school year:

Kindergarten Level

Teacher, Carly Smolek; Mentor, Amanda Wolfe

Teacher, Gabrielle Periera; Mentor, Kayla Noftell

Teacher, Ashley Richardson; Mentor, Kayla Noftell

First Grade

Teacher, Jenny More-Jones; Mentor, Kelly Thigpen

Teacher, Rachel Neilson; Mentor, Dee Fortus

Second Grade

Teacher, Lucie Howard; Mentor, Scott Miller

Teacher, Ryan Velsor; Mentor, Scott Miller

Teacher, Jessica Ahr; Mentor, Kanieka Hampton

Third Grade

Associate Teacher, Caleb Cantrell; Mentor Missy Simcoe

Fourth Grade

Teacher, Mariah Courtier; Mentor, Renee Hobbs

Fifth Grade

Teacher, Jessica Brower;; Mentor, Brent Colfield

Associate Teacher, Jennifer Vandermark; Mentor, Rick Whittaker

PK Headstart

Teacher, Stacy Mascerielli, Mentor, Sheila Cribbs

PK ESE

Teacher, Tom Ahr; Mentor, Sheila Cribbs

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Crookshank instructional staff will use an 8-Step Instructional Process as a continuous improvement teacher/learning cycle. The cycle includes the following steps:

1. Disaggregate test data.
2. Develop an instructional timeline.
3. Deliver the instructional focus.
4. Administer frequent assessments.
5. Use tutorials to re-teach non-mastered target areas.
6. Provide enrichment opportunities for master students.
7. Reinforce learning through maintenance.
8. Monitor progress.

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, quarterly formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction. In addition to what each teacher is doing to promote learning and measure student performance, District Formative Assessments are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations. Administrators meet with teachers in grade level / content area Professional Learning Communities to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated each quarter and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

Instructional Strategies

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

The Crookshank MTSS/RtI process reviews, monitors, and coordinates Tier 1, 2, and 3 implementation through a weekly core and grade level team format. MTSS/RtI team members include instructional coaches, school psychologist, Title I resource teacher, speech and language, school behavior specialist, guidance counselor, assistant principals and principal. The team engages in the following activities: review universal screening data and link to instructional decisions; review grade level progress-monitoring data to identify students who are meeting or exceeding benchmarks, at moderate risk or at high risk for not meeting benchmark standards. Crookshank creates a professional learning community that fosters a school culture of continuous learning where professional collaboration is valued and emphasized. Data results help the team identify professional development and needed resources. MTSS teaming occurs during a modified Wednesday "WOW-Working on the Work" schedule which allows grade level teams to present data and student intervention progress on a 6-week cycle for plan implementation. Formative assessments are used to guide data talks:

Baseline Data: Independent Reading Level Assessment (IRLA); Progress Monitoring and Reporting Network (PMRN); Florida Assessment of Instructional Reading (FAIR); Florida Comprehensive Assessment Test (FCAT); STAR; Discovery Education (DE)

Progress Monitoring: IRLA; PMRN; FCAT Simulation Discovery Education; FAIR; Diagnostic Reading Assessment (DRA); STAR assessment; Accelerated Reader (AR); STAR; DE

Midyear Assessment: IRLA; Discovery Education; FCAT Simulation tests; FAIR, DRA; AR

End of Year Testing: FCAT; DRA; FAIR; DE

Instructional and support staff are trained in the use of and application of the MRSS/RtI instructional and monitoring process. Weekly meetings and monthly trainings, based on FCIM data and instructor needs, assist in the implementation and support for the instructional staff. The Master Schedule includes a 50 minute block of time each morning to provide whole group, small group and individualized instruction. Student grouping is fluid to meet individual needs. Data obtained from formative assessments is used to create student groups. Enrichment activities are included for students who exceed tested standards expectations. Teachers also differentiate classroom instruction through center activities, reading levels and small group instruction. Fidelity is monitored through documented observations of Tier I, II, and III intervention and systems. Fidelity checks occur prior to Tier adjustments and are used to aid in the team's decision making process. To maximize learning opportunities an after-school tutorial program is offered for students at risk. Students are chosen to participate based on formative assessment data. A Summer Reading Camp is provided to extend learning time for students. Students are chosen to participate based on FSA data and teacher recommendation. Field trips are offered to enhance learning opportunities for students.

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

Strategy: After School Program

Minutes added to school year:

After School Program at risk students.

Reading for grades 3-5: Essential Skills for Reading Success (Rally Education)

Math for grades 3-5: Florida Ready Math (Curriculum Associates)

Writing for grades 4-5

Science for grades 4-5

Strategy Rationale

Students in Grades 3 & 4 identified through Discovery Education assessments are invited to participate in the program. Students will review previously taught reading and math skills and practice test taking strategies to aid in their content learning and familiarity of test technology. Students will participate in the program at twice per week. The program will begin during the second school semester.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Walker, LaVerne, laverne.walker@stjohns.k12.fl.us

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

We will track data of students participating in the After-School Program to determine the effectiveness of the program. The program is be adjusted according to data collected through FCAT, Discovery Education, MTSS/RtI and teacher input.

Strategy: Summer Program

Minutes added to school year:

Crookshank will provide reading, writing and mathematics summer school experiences for students not proficient, according to end-of-year test results. Summer school will include field trips that focus on the summer program theme.

Strategy Rationale

Teachers will use various comprehension Online Assessments (OLA) for reading, writing and mathematics to increase student learning, as evidenced by weekly assessments. Student learning will be extended through field trip activities focusing on the summer program theme.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Nason, Jodi, jodi.nason@stjohns.k12.fl.us

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

Assessment data will be used to determine content proficiency using Online Assessments (OLA).

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

John A Crookshank participates in Voluntary Pre-K (VPK) and Head Start programming. Students are exposed to pre-school curriculum in an effort to improve transition to the formal K-12 learning environment.

College and Career Readiness

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Reading and Writing: All students will meet or exceed grade level proficiency as measured by grade level assessment.
- G2.** Math: All students meet or exceed grade level proficiency as measured by grade level assessment.
- G3.** Leadership: Individual students, classes, and parents will increase involvement in leadership through bi- annual data tracking, leadership meetings, and community projects.
- G4.** Parent Involvement: Parent Involvement will increase by 10%, from 5,449 hours to 5,994 hours, during the 2014-2015 school year contributing to student achievement.

Strategic Goals Detail

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

G1. Reading and Writing: All students will meet or exceed grade level proficiency as measured by grade level assessment. 1a

G036209

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- Renaissance Learning Enterprise (STAR Reading, Accelerated Reader, Early Literacy)
- Reading/Math Coaches
- District curriculum support team (Brian McElhone-Director, Brian Morgan-Science, Lori Hays-Reading, Sheila Veatch-Writing, Donna Frank-Math)
- AVID
- Covey Leader in Me
- Discovery Education Assessment
- IRLA - Independent Reading Level Assessment

Targeted Barriers to Achieving the Goal 3

- Staff development in relation to CCSS instructional rigor

Plan to Monitor Progress Toward G1. 8

Formative Assessment Probe Results

Person Responsible

Julia Shatto

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Increased pass/growth rate

G2. Math: All students meet or exceed grade level proficiency as measured by grade level assessment. 1a

G036210

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

-
- Go Math
- Formative assessments
- School Math Coach
- District curriculum specialists
- AVID
- Covey Leader in Me

Targeted Barriers to Achieving the Goal 3

- Staff development in relation to CCSS instructional rigor

Plan to Monitor Progress Toward G2. 8

Measurement against WIG #2 Math Achievement

Person Responsible

Jodi Nason

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student Performance Data

G3. Leadership: Individual students, classes, and parents will increase involvement in leadership through bi-annual data tracking, leadership meetings, and community projects. 1a

G036211

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

Resources Available to Support the Goal 2

- Title 1 funding, AVID, Leader in Me-Franklin Covey

Targeted Barriers to Achieving the Goal 3

- Staff Development

Plan to Monitor Progress Toward G3. 8

Data Chats with students

Person Responsible

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

completion of activity and attendance logs

G4. Parent Involvement: Parent Involvement will increase by 10%, from 5,449 hours to 5,994 hours, during the 2014-2015 school year contributing to student achievement. 1a

G036212

Targets Supported 1b

Indicator	Annual Target
	10.0

Resources Available to Support the Goal 2

- Student data systems, Franklin Covey-The Leader in Me, PTA Leadership and training, front office and behavior personnel, Communities in Schools Parent VISTA Coordinator.

Targeted Barriers to Achieving the Goal 3

- Parent involvement in student academic programming and success.

Plan to Monitor Progress Toward G4. 8

PTA Enrollment
Attendance at Data Chats
Student attendance data

Person Responsible

Paul Goricki

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data of goals

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Reading and Writing: All students will meet or exceed grade level proficiency as measured by grade level assessment. **1**

 G036209

G1.B3 Staff development in relation to CCSS instructional rigor **2**

 B086712

G1.B3.S1 Staff professional development **4**

 S097407

Strategy Rationale

Professional development on current strategies and methods will provide teacher with ways to differentiate instruction and target specific needs

Action Step 1 **5**

High quality CCSS professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2015.

Person Responsible

Paul Goricki

Schedule

On 6/5/2015

Evidence of Completion

Professional development hours

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

Staff development logs

Person Responsible

Jodi Nason

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Staff development logs, peer sharing, teacher feedback

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

Increased student achievement levels

Person Responsible

Julia Shatto

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

DE Data and Formative Assessments

G2. Math: All students meet or exceed grade level proficiency as measured by grade level assessment. 1

G036210

G2.B3 Staff development in relation to CCSS instructional rigor 2

B086715

G2.B3.S1 Implementation of AVID strategies along with support from Math Coach position. 4

S097409

Strategy Rationale

Organization and higher level thinking support math problem solving.

Action Step 1 5

AVID Staff Development and Support from Math Coach funded through District General Funding.

Person Responsible

LaVerne Walker

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Inservice Logs and Math Coach inservice rosters and trainings

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Grade level formative benchmark assessments, Discovery Education and Florida Standards Assessment

Person Responsible

LaVerne Walker

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Formative and summative data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

District DFA, DE and benchmark Assessments along Florida Standards Assessment

Person Responsible

LaVerne Walker

Schedule

Every 2 Months, from 8/18/2014 to 6/5/2015

Evidence of Completion

Student performance data

G2.B3.S3 Implement during and after school tutoring program. 4

 S123169

Strategy Rationale

This will provide extra support for struggling students and students trying to close achievement gap

Action Step 1 5

Hire additional tutoring staff

Person Responsible

Paul Goricki

Schedule

Daily, from 1/12/2015 to 5/29/2015

Evidence of Completion

This person will be a staff member and required to sign in as a staff member

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

This person will be part of the instructional staff and will be monitored by administrative staff

Person Responsible

Paul Goricki

Schedule

Monthly, from 1/12/2015 to 5/29/2015

Evidence of Completion

The observations will be documented

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Formative assessments and progress monitoring will be used

Person Responsible

Julia Shatto

Schedule

Monthly, from 5/29/2015 to 5/29/2015

Evidence of Completion

Formative math and reading assessments and Discovery Education

G3. Leadership: Individual students, classes, and parents will increase involvement in leadership through bi-annual data tracking, leadership meetings, and community projects. 1

G036211

G3.B2 Staff Development 2

B086717

G3.B2.S1 Provide staff development in the areas of academic development (AVID) and leadership through Lighthouse Implementation Day, academic year support through Franklin Covey. Through this training, students will be exposed to Leadership Notebooks that will be utilized in the bi-annual Parent Success Meetings that will be held in the student's classroom, being facilitated by the student throughout the year. Parents will be informed on how to support their child throughout the process as well as having additional points of contact/communication with the classroom teacher as needed. 4

S097410

Strategy Rationale

Education will further develop skills.

Action Step 1 5

Use goal setting and academic development to promote and track student achievement

Person Responsible

Paul Goricki

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

Evidence of Completion

Inservice rosters and attendance notes for staff development. Student data notebooks and parent attendance rosters for Data Chat format.

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

Data chats from student data notebooks

Person Responsible

Paul Goricki

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance logs from data chats with parents and student data notebooks.

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

Attendance and student performance on formative assessments

Person Responsible

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

attendance logs and student performance data

G4. Parent Involvement: Parent Involvement will increase by 10%, from 5,449 hours to 5,994 hours, during the 2014-2015 school year contributing to student achievement. 1

 G036212

G4.B4 Parent involvement in student academic programming and success. 2

 B086721

G4.B4.S1 Train CES faculty/staff and parent members through the Leader in Me format with the Franklin Covey organization as it relates to engagement of school planning and programming. 4

 S097411

Strategy Rationale

Parent Involvement Plan includes parent education aligned with Leader in Me

Action Step 1 5

The Leader in Me Wildly Important Goals (WIGs) development model training June 2014, Funding-Title I (Costing listed with WIG #3 Leadership)

Person Responsible

Paul Goricki

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

school WIGs

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

Measurement of school WIGs (Wildly Important Goals)

Person Responsible

Paul Goricki

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PTA enrollment Student attendance Parent participation in student data chats Title I Parent Sessions

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

Enrollment in PTA, participation in data chats and student attendance improvement.

Person Responsible

Paul Goricki

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Attendance and participation of goal areas, including attendance data.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	High quality CCSS professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2015.	Goricki, Paul	9/11/2014	Professional development hours	6/5/2015 one-time
G2.B3.S1.A1	AVID Staff Development and Support from Math Coach funded through District General Funding.	Walker, LaVerne	8/18/2014	Inservice Logs and Math Coach inservice rosters and trainings	6/5/2015 semiannually
G3.B2.S1.A1	Use goal setting and academic development to promote and track student achievement	Goricki, Paul	8/18/2014	Inservice rosters and attendance notes for staff development. Student data notebooks and parent attendance rosters for Data Chat format.	6/5/2015 every-6-weeks
G4.B4.S1.A1	The Leader in Me Wildly Important Goals (WIGs) development model training June 2014, Funding-Title I	Goricki, Paul	8/18/2014	school WIGs	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	(Costing listed with WIG #3 Leadership)				
G2.B3.S3.A1	Hire additional tutoring staff	Goricki, Paul	1/12/2015	This person will be a staff member and required to sign in as a staff member	5/29/2015 daily
G1.MA1	Formative Assessment Probe Results	Shatto, Julia	8/18/2014	Increased pass/growth rate	6/5/2015 quarterly
G1.B3.S1.MA1	Increased student achievement levels	Shatto, Julia	8/18/2014	DE Data and Formative Assessments	6/5/2015 every-6-weeks
G1.B3.S1.MA1	Staff development logs	Nason, Jodi	8/18/2014	Staff development logs, peer sharing, teacher feedback	6/5/2015 monthly
G2.MA1	Measurement against WIG #2 Math Achievement	Nason, Jodi	8/18/2014	Student Performance Data	6/5/2015 quarterly
G2.B3.S1.MA1	District DFA, DE and benchmark Assessments along Florida Standards Assessment	Walker, LaVerne	8/18/2014	Student performance data	6/5/2015 every-2-months
G2.B3.S1.MA1	Grade level formative benchmark assessments, Discovery Education and Florida Standards Assessment	Walker, LaVerne	8/18/2014	Formative and summative data	6/5/2015 monthly
G2.B3.S3.MA1	Formative assessments and progress monitoring will be used	Shatto, Julia	5/29/2015	Formative math and reading assessments and Discovery Education	5/29/2015 monthly
G2.B3.S3.MA1	This person will be part of the instructional staff and will be monitored by administrative staff	Goricki, Paul	1/12/2015	The observations will be documented	5/29/2015 monthly
G3.MA1	Data Chats with students		8/18/2014	completion of activity and attendance logs	6/5/2015 semiannually
G3.B2.S1.MA1	Attendance and student performance on formative assessments		8/18/2014	attendance logs and student performance data	6/5/2015 quarterly
G3.B2.S1.MA1	Data chats from student data notebooks	Goricki, Paul	8/18/2014	Attendance logs from data chats with parents and student data notebooks.	6/5/2015 semiannually
G4.MA1	PTA Enrollment Attendance at Data Chats Student attendance data	Goricki, Paul	8/18/2014	Data of goals	6/5/2015 every-2-months
G4.B4.S1.MA1	Enrollment in PTA, participation in data chats and student attendance improvement.	Goricki, Paul	8/18/2014	Attendance and participation of goal areas, including attendance data.	6/5/2015 quarterly
G4.B4.S1.MA1	Measurement of school WIGs (Wildly Important Goals)	Goricki, Paul	8/18/2014	PTA enrollment Student attendance Parent participation in student data chats Title I Parent Sessions	6/5/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Reading and Writing: All students will meet or exceed grade level proficiency as measured by grade level assessment.

G1.B3 Staff development in relation to CCSS instructional rigor

G1.B3.S1 Staff professional development

PD Opportunity 1

High quality CCSS professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2015.

Facilitator

CES Instructional Reading Coach

Participants

School Administration, Teachers

Schedule

On 6/5/2015

G2. Math: All students meet or exceed grade level proficiency as measured by grade level assessment.

G2.B3 Staff development in relation to CCSS instructional rigor

G2.B3.S1 Implementation of AVID strategies along with support from Math Coach position.

PD Opportunity 1

AVID Staff Development and Support from Math Coach funded through District General Funding.

Facilitator

Math Coach and AVID

Participants

All instructional positions

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

G3. Leadership: Individual students, classes, and parents will increase involvement in leadership through bi-annual data tracking, leadership meetings, and community projects.

G3.B2 Staff Development

G3.B2.S1 Provide staff development in the areas of academic development (AVID) and leadership through Lighthouse Implementation Day, academic year support through Franklin Covey. Through this training, students will be exposed to Leadership Notebooks that will be utilized in the bi-annual Parent Success Meetings that will be held in the student's classroom, being facilitated by the student throughout the year. Parents will be informed on how to support their child throughout the process as well as having additional points of contact/communication with the classroom teacher as needed.

PD Opportunity 1

Use goal setting and academic development to promote and track student achievement

Facilitator

Franklin Covey-The Leader in Me

Participants

Students, parents, teachers Mentors will be assigned to students who do not have parent participation.

Schedule

Every 6 Weeks, from 8/18/2014 to 6/5/2015

G4. Parent Involvement: Parent Involvement will increase by 10%, from 5,449 hours to 5,994 hours, during the 2014-2015 school year contributing to student achievement.

G4.B4 Parent involvement in student academic programming and success.

G4.B4.S1 Train CES faculty/staff and parent members through the Leader in Me format with the Franklin Covey organization as it relates to engagement of school planning and programming.

PD Opportunity 1

The Leader in Me Wildly Important Goals (WIGs) development model training June 2014, Funding-Title I (Costing listed with WIG #3 Leadership)

Facilitator

Franklin Covey Organization

Participants

Administration, faculty, staff and parents training in The Leader in Me goal development.

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 2: Math: All students meet or exceed grade level proficiency as measured by grade level assessment.	15,000
Goal 3: Leadership: Individual students, classes, and parents will increase involvement in leadership through bi- annual data tracking, leadership meetings, and community projects.	20,000
Grand Total	35,000

Goal 2: Math: All students meet or exceed grade level proficiency as measured by grade level assessment.

Description	Source	Total
B3.S3.A1 - SAI Funds	Other	15,000
Total Goal 2		15,000

Goal 3: Leadership: Individual students, classes, and parents will increase involvement in leadership through bi- annual data tracking, leadership meetings, and community projects.

Description	Source	Total
B2.S1.A1	Title I Part A	20,000
Total Goal 3		20,000