

# Crystal Lake Middle School



2014-15 School Improvement Plan

## Crystal Lake Middle School

2410 CRYSTAL LAKE DR N, Lakeland, FL 33801

<http://www.polk-fl.net/clms>

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

84%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

59%

### School Grades History

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

### School Board Approval

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

### SIP Authority and Template

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

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
Priority	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To provide an atmosphere conducive to maximize each student's individual academic potential and positive self-esteem with support from parents, community, and business partners to help ensure a positive and safe culture.

##### **Provide the school's vision statement**

Crystal Lake Middle School seeks to provide an educational program meeting the needs of each unique individual by creating an environment that provides the opportunity for intellectual, aesthetic, physical, social, moral and emotional development. This will be accomplished through a STEM program of interdisciplinary and cooperative learning supported by up-to-date technology and an integrated curriculum focus. We will work together with students, parents, and the community to maintain a safe and positive learning environment. The staff will continue to provide individual students with the support and guidance necessary for success.

#### School Environment

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

We celebrate our diverse cultures and populations through interactions and celebrations during our PRIDE (character development) program. This program builds relationships between teachers and students by allowing them to discuss and discover similarities and differences through many different scenarios and life situations. We also celebrate Hispanic heritage and Black history month.

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

The school participates in the district mandated wellness lessons which includes topics such as bullying and drug education. These lessons provide students examples of how to talk to students and adults about their feelings and safety in order to provide an environment conducive to learning. We also have mini-lessons in our PRIDE curriculum where students learn and share issues on safety and respect. We also provide team meetings where students discuss school procedures and behavior expectations.

Teachers and administrative staff are clearly visible throughout the school both before, during, and after to ensure student safety. We open our cafeteria early at 8:15 for the early arrivals.

Last year, we invited Polk County Sheriff Grade Judd to speak to our parents while his deputies spoke to our students about Internet Safety.

##### **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**

As mentioned before, all students attend team meetings where behavior expectations and procedures are explained. New to this year, we are using our Accountability Cards school-wide. This card has been used in our academy for the past 3 years. This is a progressive discipline system where the students receive a card with 8 boxes with different consequences based on the infraction number.



With this card, there is parent communication via signatures, phone calls, and conferences. After a student receives 8 discipline infraction marks, the student receives a referral which could result in In School Suspension according to the procedures documented in the Code of Conduct. We are reintroducing In School Suspension this year to reduce the number of Out of School suspensions. Another behavioral system in place is our Check and Connect program. Check and Connect is a structured mentoring intervention to promote student success, engagement at school, with learning through relationship building and systematic use of data. The components of check and connect consist of a mentor who works with students and families for a minimum of two years. The mentor conducts regular checks utilizing data schools already collect (attendance, grades, discipline) on the student. The mentor uses the data to deliver timely interventions to re-establish and maintain students' social and academic competencies while checking and focusing on school completion rather than drop out prevention.

**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**

Please see above for the description of Check and Connect. Our school also utilizes the use of our 2 guidance counselors who provide counseling to students on bullying issues and mentoring for future careers. Geoff Freebern is our school psychologist who works closely with our Ps/Rtl team to provide multi-tier support services. The guidance counselors lead the parent-teacher conferences to ensure that the focus is on grades, social needs, and school and home needs. The administrative team has an open door policy which ensures that concerns are quickly addressed.

**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**

Every Sunday, the district will provide the most up to date information for the Early Warning System in IDEAS which is our district data reporting program.

The data provided is:

students with less than a 2.0 GPA

credits progress

more than 2 semester failing grades

more than 1 core class failing grade in 1st grading period

more than 1 core class failing grade in 2nd grading period

more than 1 core class failing grade in 3rd grading period

more than 1 core class failing grade in 4th grading period

students who are overage

students who are absent more than 10% of days

students who are tardy more than 20%

students with more than 3 days of ISS/OSS

IDEAS also provides current progress monitoring data as well as the previous year's statewide standardized assessment.

**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
	6	7	8	
Attendance below 90 percent	84	82	74	240
One or more suspensions	45	38	28	111
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	144	132	109	385
Overage	24	19	7	50
Reading Level 1	85	80	72	237
Math Level 1	118	119	84	321

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	61	60	58	179

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

Reading and Math Interventionists - CLMS has two reading and two math interventionists who push in to intensive reading and math classes and provide differentiated instruction which focuses on students' areas of weakness.

Literacy and Math Coach - CLMS has a literacy and a math coach who provide data and instructional coaching to all teachers.

Attendance Huddles - Guidance and Truancy Officer - Gail Kimsey - Our guidance counselors and our truancy officer meet with students with attendance issues biweekly to discuss strategies for success.

Creation of ISS to reduce OSS - This year we have opened the In-School Suspension room full time. Instead of students being suspended outside of school, they will now stay on campus and receive instruction. We are also implementing tardy sweeps this year to cut down on loss of instructional time due to tardiness. The students will be "swept" up by a member of the administrative team at the beginning of each period and taken to ISS.

Petition to Mr. Bellamy to procure an additional Dean - Due to the opening of the ISS room full-time which is manned by a dean, we have asked for an additional dean to cover the areas normally serviced by this dean.

Data Chats - failure of students in the LA and math courses - These are bi-weekly chats with teachers and weekly by the administrative team to ensure that all students are succeeding.

Co-taught Math, LA, Science, and Social Studies classes - These classes are co-taught with a core content teacher and an ESE teacher to ensure that students receive their appropriate accommodations.

ESOL push in services - Our ESOL instructor pushes in to core content classes to ensure that students are receiving the appropriate services.

Achieve 3000 - All level 2 students will completed 2 articles a week on this Internet based leveled reading program where students read articles at their reading level and complete leveled activities to improve reading comprehension.

Progress Monitoring for all core content areas - 3 times a year students will take a progress monitoring test in reading, math, 8th grade science, and 7th grade civics to determine their progress in these courses and determine future course instruction to improve areas of weakness.

RtI/MTSS - Tier two and three interventions - These interventions are provided by reading and math interventionists as they push in to intensive classes.

## 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?

No

#### **PIP Link**

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

#### **Description**

CLMS communicates daily, weekly, and monthly with parents through Connect ED calls, the school website, staff webpages, a Facebook page, printed daily announcements, a monthly newsletter, and informational flyers. Some staff members also utilize web based programs such as Remind 101 and Dojo to inform parents of academic and behavior progress. Staff members also utilize a communication log where they document all communication between parents whether via phone, text, or email. Parent portal is also a tool parents can use to track attendance and grades. The students also complete grade logs in class in case the parents are not able to view Parent Portal. Students also write down their weekly in-class and homework in the school provided agenda in case they are absent.

CLMS also invites parents in to the school as approved volunteers. There are also monthly parent nights which focus on a specific content area where families can learn more about the content area as well as meet other families in a fun, academic setting. Before these parent nights, there are PTO meetings where parents can take on a more active role in activities taking place at our school. There are also monthly SAC meetings where parents are invited to participate in discussions regarding school data, events, and student progress.

In order to provide more directed instruction, CLMS offers tutoring before school and on Saturdays in the Spring semester.

**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**

CLMS works closely with local businesses and organizations in order to procure resources to support the school and student achievement. All members of our staff work to build these relationships. Currently, we are working with Carlos Martinez (University of Florida), Dustin Drawdy (Oak Ridge Fish Farms), Jonathan Foster (Fish Eye Fish Farms), and David Hoy (Shiner Shack) to raise and breed fish in our aquaculture program which will help sustain the program and provide our students with real-world experience.

We have also received donations from the following businesses: Waste Quip (t-shirts for students), PeF (school supplies from Walt Disney World cast members), Papa Johns, Pizza Hut, Stevie B's, and Dunkin' Doughnuts.

Our 6th grade students participate in Junior Achievement in partnership with Southeastern University where the students visit the college campus for a shadow day.

Every year, our school welcomes guest speakers from our community for the Great American Teach-In where our students learn about different career opportunities.

The SAC and PTO are also vital links to our community. These members help provide guidance and

assistance in completing projects that support our school and student achievement in the form of celebrations and school improvement.

**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
Canning, Christopher	Principal
Heineken, Patricia	Assistant Principal
Jackson, Johnnie	Assistant Principal

**Duties**

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

Christopher Canning, Principal - provides educational leadership, administers and directs all activities and functions of school. The following are his roles and responsibilities:

- Instructional Leader
- Classroom Walk-through with Feedback
- Finance (Budget and Internal Accounts)
- Supplies and Equipment
- Faculty Committees
- Student Activities/Awards
- Facilities Rental
- Campus Supervision
- Extra-Curricular Activities
- Fundraisers
- Technology
- Personnel
- Instructional Observations
- Non-Instructional Observations (Guidance, Secretaries)
- School Advisory Council/School Improvement Plan
- Attends meetings of departmental organizations related to curriculum, school improvement and student progress
- Staff Development
- PTO
- Morning Duty – In front of school
- Lunch Duty
- Afternoon Duty – In front of school
- Science Curriculum
- Review Science Lesson Plans
- Upstairs hallway in between classes
- Learning Communities
- Patricia Heineken, Assistant Principal of Curriculum
- The following are her roles and responsibilities:
- Classroom Walk-through with Feedback
- Coordinates with Guidance on Master Schedule

Scheduling of Students

Interns

Automated Grade Reporting

Maintains all school calendars (Testing, Focus, etc.)

Educational Research

Instructional Observations

Leadership Awareness/Mentor Programs

Terminal and Microcomputer Functions

Technology

Curriculum Guide

Staff Development & In-service Records

Instructional Materials Selection

PEC Folders-Beginning Teacher Program

Timeline Reminders on all evaluations

FTE Accounting

Review Curriculum for all content areas

Reviews Lesson Plans

Grade Distributions

Coordinator of Standardized Testing

Collaborates with Ms. Pfaff for Title 1 duties

School Advisory Council/School Improvement Plan

Attends meetings of departmental organizations related to Curriculum, school improvement and student progress

Morning Duty-Circulates Campus

Lunch Duty

Afternoon Duty-Buses

Johnnie Jackson - Assistant Principal of Administration

The following are his roles and responsibilities:

Classroom Walk-through with Feedback

School Plant Management

Maintenance (work orders)

Custodial Supervisor

Custodial Staff, Services and Supplies

Energy Conservation

Disaster Plans

Review Social Studies Lesson Plans

Facility Usage

Property Records-Inventory

Distributes and maintains campus keys

Safety and Security

Emergency Drill Reports

Instructional Observations

Discipline Director

Use of Facilities

Conducts Level 1 discipline hearings

Coordinates Level 2 hearings with parents and Mr. Butler's office

Coordinates paperwork related to work detail

Coordinates all serious offenses, such as removal from campus, with Senior Director

Campus Supervision

Lunch Duty

***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**

We are a title one funded school and we use these resources to procure supplies and additional personnel to facilitate student achievement. Currently we have 4 interventionists which are paid for from title one and two instructional coaches who are paid 1/2 through title one.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Christopher Canning	Principal
Rayna Kieffer	Teacher
Sheila Hillery	Teacher
Shandale Terrell	Education Support Employee
Rex Perry	Business/Community
Mary Ann Provencher	Parent
Deborah Sanchious	Parent
Lisa Vasconellos	Parent
Silvette Reyes	Parent
Kevin Acevedo	Student
Lindsey Graham	Teacher
Johnnie Jackson	Education Support Employee

**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*

On November 3, 2014, our SAC will evaluate last year's SIP and make suggestions for this year's plan.

*Development of this school improvement plan*

On November 3, 2014, we will review this year's school improvement plan and make any revisions based on members input.

*Preparation of the school's annual budget and plan*

The district has not provided the funds as of this time. Once we do receive funds, we plan on using them for renting of Branscomb auditorium and purchasing of academic medals for our end of year awards ceremony.

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

There were no allocated funds for SAC last year.

**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*

**Literacy Leadership Team (LLT)****Membership**

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

Name	Title
Raysin, Debbie	Instructional Coach
Kieffer, Rayna	Teacher, K-12
Lashkajani, Amy	Instructional Coach

**Duties*****Describe how the LLT promotes literacy within the school***

They will meet to discuss and make recommendations on how reading is incorporated within the school. Discussions will take place on how to make reading positive across the curriculum through the use of AR, Voyager, Reading Advantage, Achieve 3000, and other motivational events such as our Reading Parent Night.

**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**

Once a week (either on Thursday or Friday depending on the block schedule), the teachers meet during their planning period for collaborative planning. In Crystal Academy, this consists of grade level teachers in order for them to revise and plan the interdisciplinary STEM units. The rest of the teachers collaboratively plan during their planning period by content area. Many of the teachers then plan after school on their free time.

This year, we are working on incorporating STEM units throughout the entire school. Once a month, the grade level teams meet to plan these units.

The schedule is 1st period - Language Arts; 2nd period - Science; 3rd period - 7th Grade CASE & Foreign Language; 4th period - Social Studies; 5th period - 6th Grade CASE; 6th period - 8th Grade CASE; 7th period - Reading & Ag; 8th period - Math

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

We recruit teachers through our commitment to our STEM program. We then develop and retain these highly qualified, certified-in-field effective teachers by training them in our systemic reforms which includes PD on assessment (formative and summative), literacy throughout the curriculum, data driven instruction, STEM national conferences, and yearly marine enhancement study in the Florida Keys.

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

Debbie Raysin (Literacy Coach) and Rayna Kieffer (Reading Interventionist and Teacher Trainer) are the new teacher mentors. They met with the new teachers for an orientation before school started and provided the new teachers with a survival guide with pertinent information. They meet biweekly with the teachers to provide more information and to answer any questions. Each new teacher also has a mentor in their content area.

## 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***

Our teachers follow the the learning schedules provided by the district which address the current Florida standards.

All math and language arts/reading teachers have received training in the new Florida Standards while social studies and science teachers have received training in the NGSSS. All the teachers are required to submit weekly lesson plans on a lesson plan template that includes which standards are being addressed.

The training also includes analysis of the test design summary, course description, and test item specifications.

The teachers have unpacked the standards with their new textbook series in both math and language arts. The instruction is standards-based where the standards are the structure tool. The MAFS and LAFS gives the introduction, domain, cluster, and the 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***

We use progress monitoring (FAIR and district-provided assessments) and formative assessments to determine areas of student weaknesses. We then form small groups and provide differentiated instruction. The math and reading interventionists also push in to the intensive reading and math classes to provide more differentiated instruction.

***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:** Before School Program

**Minutes added to school year:** 3,120

Students are provided math, reading, and writing tutoring before school from 8-9.

**Strategy Rationale**

Many of our students arrive to school early and to maximize their learning potential, we provide them extra practice in these core areas.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Heineken, Patricia, patricia.heineken@polk-fl.net

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

The instructional coaches will give a pre-test to the students to determine areas of strengths and weaknesses. Every other week, data will be collected via on-going progress monitoring to determine areas of strengths and weaknesses.

**Strategy:** Weekend Program

**Minutes added to school year:** 1,440

Saturday Learning Academy - The students are given the opportunity to receive tutoring in math, reading, writing, and science.

**Strategy Rationale**

In order to prepare the students for the upcoming summative state-wide assessment, we provide tutoring on the 8 Saturdays prior to the assessment.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Heineken, Patricia, patricia.heineken@polk-fl.net

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

The instructional coaches will give a pre-test to the students to determine areas of strengths and weaknesses. Every other week, data will be collected via on-going progress monitoring to determine areas of strengths and weaknesses.

**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***

In the spring of the preceding year, we sent an invitation to all 5th graders in our feeder schools to attend our energy showcase where they would be provided with a tour of the school.

The 8th graders are visited by the guidance counselors of their zoned schools to assist them in completing their schedules.

**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***

Students are provided the opportunity to take advanced classes for high school credit such as Algebra, Geometry, Earth Space Science, Spanish, and Chinese.

We also partner with local fish farms to breed and raise fish in our aquaculture program. This partnership gives our students real-world experience with supply and demand and helps sustain our programs.

We invite community members to speak to our students every year during our Great American Teach In about their prospective careers.

Our 6th grade students visit Southeastern University through Junior Achievement for a college shadow day.

Our 8th grade students (235 students) attended the WE3 Expo to assist with student transitions and interests for high school.

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

Our students have the opportunity to take the following electives: Project Lead the Way, Robotics, Aquaculture, Agriculture, Veterinary Tech, Instructional Television.

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

All of our classes this year will incorporate STEM themed lessons. Crystal Academy curriculum already consists of quarterly interdisciplinary units while the remainder of the school will implement STEM units this year.

***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***

All courses at CLMS incorporate Florida Standards which prepare students for career and college. These standards include writing, listening, reading, and speaking which are skills which will improve student readiness for the postsecondary level.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback.

## 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.** Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback. 1a

G041671

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	58.0
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	100.0
Math Gains	51.0
Math Lowest 25% Gains	56.0
AMO Reading - All Students	65.0
FSA - English Language Arts - Proficiency Rate	
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	64.0
FCAT 2.0 Science Proficiency	40.0
Middle School Performance in EOC and Industry Certifications	

**Resources Available to Support the Goal** 2

- Instructional Coaches
- Interventionists (Math and Reading)

**Targeted Barriers to Achieving the Goal** 3

- Understanding and implementing the Florida Standards

**Plan to Monitor Progress Toward G1.** 8

Throughout the year, formative assessments (biweekly and progress monitoring) and summative assessments will be collected and reviewed to determine progress toward our goal. These will be monitored by administrative walkthroughs, district walkthroughs, and DA walkthroughs.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 9/8/2014 to 6/4/2015

**Evidence of Completion**

Weekly Data Chats Agenda, Notes, Data, Next Steps Based on Data

**Plan to Monitor Progress Toward G1. 8**

The walkthrough data collected by state, district, and school personnel will increase in effectiveness.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 9/15/2014 to 6/4/2015

**Evidence of Completion**

Compiled Data from Instructional Review and Walkthrough Forms

**Plan to Monitor Progress Toward G1. 8**

There will be increase of teacher effectiveness according to Journeys.

**Person Responsible**

Christopher Canning

**Schedule**

Daily, from 8/29/2014 to 6/4/2015

**Evidence of Completion**

Journeys Documentation

## 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.** Crystal Lake Middle School will implement standard based instruction through structured support with ongoing monitoring and feedback. **1**

 G041671

**G1.B1** Understanding and implementing the Florida Standards **2**

 B101146

**G1.B1.S1** To develop a structure to support planning of standards-based instruction **4**

 S112405

### Strategy Rationale

This ensures we are focused on specific standards, tasks are aligned, and instructional delivery is focused.

### Action Step 1 **5**

This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)

#### Person Responsible

Patricia Heineken

#### Schedule

Weekly, from 9/30/2014 to 6/4/2015

#### Evidence of Completion

Co-Planning Agenda, Lesson Plan

## Action Step 2 5

This step is to develop and implement an instructional framework for core content classes.

### **Person Responsible**

Johnnie Jackson

### **Schedule**

On 10/30/2014

### ***Evidence of Completion***

Instructional Framework

## Action Step 3 5

This action step is to refine the planning template to reflect the instructional framework.

### **Person Responsible**

Rayna Kieffer

### **Schedule**

On 10/30/2014

### ***Evidence of Completion***

Lesson Plan Template and Completed Lesson Plans

## Action Step 4 5

This step is to communicate expectations regarding when to submit lesson plans with monitoring and feedback from administration.

### **Person Responsible**

Patricia Heineken

### **Schedule**

Weekly, from 10/30/2014 to 6/4/2015

### ***Evidence of Completion***

Written Feedback

**Action Step 5** 5

This step is to provide PD on how to understand the vertical alignment and depth of standards.

**Person Responsible**

Rayna Kieffer

**Schedule**

On 10/20/2014

**Evidence of Completion**

Completed Standard Trajectory Poster and Sign-In Sheet

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

Patricia Heineken will review the co-planning agenda with notes.

**Person Responsible**

Patricia Heineken

**Schedule**

Weekly, from 10/30/2014 to 6/4/2015

**Evidence of Completion**

Discussion at leadership meetings (agenda and notes)

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

Administration will attend co-planning sessions.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 9/19/2014 to 6/4/2015

**Evidence of Completion**

Co-planning agenda and notes



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

The principal and assistant principals will review and provide feedback of lesson plans.

**Person Responsible**

Patricia Heineken

**Schedule**

Weekly, from 9/5/2014 to 6/4/2015

**Evidence of Completion**

Minor concerns are verbally addressed with teacher; major concerns are written via email with immediate appropriate support.

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

The principal and assistant principals will complete classroom walkthroughs looking for planned standards-based instruction following the instructional framework.

**Person Responsible**

Christopher Canning

**Schedule**

Daily, from 11/7/2014 to 6/4/2015

**Evidence of Completion**

Quantified Component for Classroom Walkthroughs and Journeys Documentation

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

The principal and assistant principals will meet to analyze the data obtained through the classroom walkthroughs.

**Person Responsible**

Christopher Canning


**Schedule**

Weekly, from 11/7/2014 to 6/4/2015

**Evidence of Completion**

Notes from the Leadership Admin Team meetings, analysis of the data and the next steps.

**G1.B1.S2** To support lesson delivery through research-based instructional strategies **4**

 S145089

**Strategy Rationale**

This ongoing PD for administrators, coaches, and teachers is essential for understanding the standards and instructional practices.

**Action Step 1** **5**

This step is to develop continual PD focused on research based instructional strategies (check for understanding, HOT questions, DI) based on classroom walkthroughs.

**Person Responsible**

Rayna Kieffer

**Schedule**

Biweekly, from 11/13/2014 to 6/4/2015

**Evidence of Completion**

Agenda, Sign-In Sheet, PD Artifact (Video, Demonstration, Presentation), Lesson Plan

**Action Step 2** **5**

This step is to complete the coaching cycle based on data, observations, and feedback.

**Person Responsible**

Rayna Kieffer

**Schedule**

Daily, from 10/31/2014 to 6/4/2015

**Evidence of Completion**

Coach's Log, Coaching Cycle Documentation, Classroom Observations

### Action Step 3 5

This step is to identify and video model teachers using best practices to share with all teachers.

#### **Person Responsible**

Rayna Kieffer

#### **Schedule**

Monthly, from 12/4/2014 to 6/4/2015

#### **Evidence of Completion**

Video

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The principal and assistant principal will monitor PD through calendars, agendas, and attending the PD provided.

#### **Person Responsible**

Patricia Heineken

#### **Schedule**

Biweekly, from 11/13/2014 to 6/4/2015

#### **Evidence of Completion**

PD Agenda, Coach's Log, PD Artifacts

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

The principal and assistant principal will monitor the coaching calendar.

#### **Person Responsible**

Christopher Canning

#### **Schedule**

Weekly, from 11/13/2014 to 6/4/2015

#### **Evidence of Completion**

Notes in Coach's Log

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

The principal and assistant principals will complete classroom walkthroughs looking for effective instructional delivery.

**Person Responsible**

Christopher Canning

**Schedule**

Daily, from 12/4/2014 to 6/4/2015

**Evidence of Completion**

Quantified Component for Classroom Walkthroughs and Journeys Documentation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7**

The principal and assistant principals will complete classroom walkthroughs, looking specifically for implementation of focused PD. Information will be discussed during the leadership meeting and shared with coaches and interventionists.

**Person Responsible**

Christopher Canning


**Schedule**

Biweekly, from 12/1/2014 to 6/4/2015

**Evidence of Completion**

The Continuous Improvement for Classroom Walkthrough Tool, CWT data, coaches and interventionist will be informed with meeting notes.

**G1.B1.S3** To develop a system to progress monitor students to ensure effective differentiation of instruction **4**

 S145090

### **Strategy Rationale**

This will increase rigor and student engagement which addresses the standards.

### **Action Step 1** **5**

This step is to implement and follow a common assessment calendar for all core content areas.

#### **Person Responsible**

Rayna Kieffer

#### **Schedule**

Biweekly, from 12/4/2014 to 6/4/2015

#### **Evidence of Completion**

Common Assessment Calendar, Common Assessments, Student Assessment Data

### **Action Step 2** **5**

This step is to model for teachers how to gather, analyze, and plan DI based on data.

#### **Person Responsible**

Rayna Kieffer

#### **Schedule**

On 12/12/2014

#### **Evidence of Completion**

Common Assessment Data, Analysis of Data, and Planned DI (lesson plans), Classroom Walkthroughs, Sign-In Sheet

**Action Step 3** 5

This step is to embed data analysis in co-planning.

**Person Responsible**

Rayna Kieffer

**Schedule**

Weekly, from 12/11/2014 to 6/4/2015

***Evidence of Completion***

Co-planning Agenda, Lesson Plans to include planned DI, Sign-In Sheet

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

The coaches and department chairs will collect data from common assessments.

**Person Responsible**

Rayna Kieffer

**Schedule**

Weekly, from 12/4/2014 to 6/4/2015

***Evidence of Completion***

Common Assessments and Data

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** 6

The principal and assistant principals will monitor the coaching calendar.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 12/4/2014 to 6/4/2015

***Evidence of Completion***

Notes in Coach's Log

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

The principal, assistant principals, instructional coaches, and department chairs will review lesson plans for differentiated instruction.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 12/11/2014 to 6/4/2015

**Evidence of Completion**

Feedback from lesson plans, meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

The principal and assistant principals will complete classroom walkthroughs looking for differentiated instruction.

**Person Responsible**

Christopher Canning


**Schedule**

Daily, from 12/11/2014 to 6/4/2015

**Evidence of Completion**

Quantified Component for Classroom Walkthroughs & Journeys Documentation

**G1.B1.S4** To develop and plan for leadership team to monitor and support planning and delivery of standards-based instruction **4**

 S145092

### **Strategy Rationale**

Procedures provide consistency and focus for instruction.

### **Action Step 1** **5**

This step is to develop a classroom walkthrough schedule for administrators with specific number of teachers to visit per day.

#### **Person Responsible**

Christopher Canning

#### **Schedule**

On 9/25/2014

#### **Evidence of Completion**

Schedule

### **Action Step 2** **5**

This step is to develop and implement the Quantified Component for Walkthroughs (based on school focus) and provide immediate feedback.

#### **Person Responsible**

Patricia Heineken

#### **Schedule**

Daily, from 10/10/2014 to 6/4/2015

#### **Evidence of Completion**

Quantified Component for Walkthroughs Data and Journeys Written Feedback



### Action Step 3 **5**

This step is to discuss walkthrough data in order to direct coach support (in admin meeting, data chats, and leadership meeting).

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 8/29/2014 to 6/4/2015

**Evidence of Completion**

Admin Notes, Data Chat Notes, Leadership Meeting Notes

### Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

The principal and assistant principals will gather quantified walkthrough data.

**Person Responsible**

Christopher Canning

**Schedule**

Weekly, from 10/10/2014 to 6/4/2015

**Evidence of Completion**

Agenda and Notes of Meetings, Coaches' Action Plan

### Plan to Monitor Effectiveness of Implementation of G1.B1.S4 **7**

The principal and Assistant Principals will complete classroom walkthroughs looking for focus set during coaching action plan.

**Person Responsible**

Christopher Canning

**Schedule**

Daily, from 10/31/2014 to 6/4/2015

**Evidence of Completion**

Quantified Component for Classroom Walkthroughs & Journeys Documentation

## Appendix 1: Implementation Timeline

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

**Polk - 1501 - Crystal Lake Middle School - 2014-15 SIP**  
*Crystal Lake Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)	Heineken, Patricia	9/30/2014	Co-Planning Agenda, Lesson Plan	6/4/2015 weekly
G1.B1.S2.A1	This step is to develop continual PD focused on research based instructional strategies (check for understanding, HOT questions, DI) based on classroom walkthroughs.	Kieffer, Rayna	11/13/2014	Agenda, Sign-In Sheet, PD Artifact (Video, Demonstration, Presentation), Lesson Plan	6/4/2015 biweekly
G1.B1.S3.A1	This step is to implement and follow a common assessment calendar for all core content areas.	Kieffer, Rayna	12/4/2014	Common Assessment Calendar, Common Assessments, Student Assessment Data	6/4/2015 biweekly
G1.B1.S4.A1	This step is to develop a classroom walkthrough schedule for administrators with specific number of teachers to visit per day.	Canning, Christopher	9/25/2014	Schedule	9/25/2014 one-time
G1.B1.S1.A2	This step is to develop and implement an instructional framework for core content classes.	Jackson, Johnnie	10/27/2014	Instructional Framework	10/30/2014 one-time
G1.B1.S2.A2	This step is to complete the coaching cycle based on data, observations, and feedback.	Kieffer, Rayna	10/31/2014	Coach's Log, Coaching Cycle Documentation, Classroom Observations	6/4/2015 daily
G1.B1.S3.A2	This step is to model for teachers how to gather, analyze, and plan DI based on data.	Kieffer, Rayna	12/11/2014	Common Assessment Data, Analysis of Data, and Planned DI (lesson plans), Classroom Walkthroughs, Sign-In Sheet	12/12/2014 one-time
G1.B1.S4.A2	This step is to develop and implement the Quantified Component for Walkthroughs (based on school focus) and provide immediate feedback.	Heineken, Patricia	10/10/2014	Quantified Component for Walkthroughs Data and Journeys Written Feedback	6/4/2015 daily
G1.B1.S1.A3	This action step is to refine the planning template to reflect the instructional framework.	Kieffer, Rayna	10/27/2014	Lesson Plan Template and Completed Lesson Plans	10/30/2014 one-time
G1.B1.S2.A3	This step is to identify and video model teachers using best practices to share with all teachers.	Kieffer, Rayna	12/4/2014	Video	6/4/2015 monthly
G1.B1.S3.A3	This step is to embed data analysis in co-planning.	Kieffer, Rayna	12/11/2014	Co-planning Agenda, Lesson Plans to include planned DI, Sign-In Sheet	6/4/2015 weekly
G1.B1.S4.A3	This step is to discuss walkthrough data in order to direct coach support (in admin meeting, data chats, and leadership meeting).	Canning, Christopher	8/29/2014	Admin Notes, Data Chat Notes, Leadership Meeting Notes	6/4/2015 weekly
G1.B1.S1.A4	This step is to communicate expectations regarding when to submit lesson plans with monitoring and feedback from administration.	Heineken, Patricia	10/30/2014	Written Feedback	6/4/2015 weekly
G1.B1.S1.A5	This step is to provide PD on how to understand the vertical alignment and depth of standards.	Kieffer, Rayna	10/20/2014	Completed Standard Trajectory Poster and Sign-In Sheet	10/20/2014 one-time
G1.MA1	Throughout the year, formative assessments (biweekly and progress monitoring) and summative assessments will be collected and reviewed to determine progress toward our goal. These will be monitored by administrative walkthroughs, district walkthroughs, and DA walkthroughs.	Canning, Christopher	9/8/2014	Weekly Data Chats Agenda, Notes, Data, Next Steps Based on Data	6/4/2015 weekly
G1.MA2	The walkthrough data collected by state, district, and school personnel will increase in effectiveness.	Canning, Christopher	9/15/2014	Compiled Data from Instructional Review and Walkthrough Forms	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA3	There will be increase of teacher effectiveness according to Journeys.	Canning, Christopher	8/29/2014	Journeys Documentation	6/4/2015 daily
G1.B1.S1.MA1	The principal and assistant principals will complete classroom walkthroughs looking for planned standards-based instruction following the instructional framework.	Canning, Christopher	11/7/2014	Quantified Component for Classroom Walkthroughs and Journeys Documentation	6/4/2015 daily
G1.B1.S1.MA5	The principal and assistant principals will meet to analyze the data obtained through the classroom walkthroughs.	Canning, Christopher	11/7/2014	Notes from the Leadership Admin Team meetings, analysis of the data and the next steps.	6/4/2015 weekly
G1.B1.S1.MA1	Patricia Heineken will review the co-planning agenda with notes.	Heineken, Patricia	10/30/2014	Discussion at leadership meetings (agenda and notes)	6/4/2015 weekly
G1.B1.S1.MA3	Administration will attend co-planning sessions.	Canning, Christopher	9/19/2014	Co-planning agenda and notes	6/4/2015 weekly
G1.B1.S1.MA4	The principal and assistant principals will review and provide feedback of lesson plans.	Heineken, Patricia	9/5/2014	Minor concerns are verbally addressed with teacher; major concerns are written via email with immediate appropriate support.	6/4/2015 weekly
G1.B1.S2.MA1	The principal and assistant principals will complete classroom walkthroughs looking for effective instructional delivery.	Canning, Christopher	12/4/2014	Quantified Component for Classroom Walkthroughs and Journeys Documentation	6/4/2015 daily
G1.B1.S2.MA4	The principal and assistant principals will complete classroom walkthroughs, looking specifically for implementation of focused PD. Information will be discussed during the leadership meeting and shared with coaches and interventionists.	Canning, Christopher	12/1/2014	The Continuous Improvement for Classroom Walkthrough Tool, CWT data, coaches and interventionist will be informed with meeting notes.	6/4/2015 biweekly
G1.B1.S2.MA1	The principal and assistant principal will monitor PD through calendars, agendas, and attending the PD provided.	Heineken, Patricia	11/13/2014	PD Agenda, Coach's Log, PD Artifacts	6/4/2015 biweekly
G1.B1.S2.MA2	The principal and assistant principal will monitor the coaching calendar.	Canning, Christopher	11/13/2014	Notes in Coach's Log	6/4/2015 weekly
G1.B1.S3.MA1	The principal and assistant principals will complete classroom walkthroughs looking for differentiated instruction.	Canning, Christopher	12/11/2014	Quantified Component for Classroom Walkthroughs & Journeys Documentation	6/4/2015 daily
G1.B1.S3.MA1	The coaches and department chairs will collect data from common assessments.	Kieffer, Rayna	12/4/2014	Common Assessments and Data	6/4/2015 weekly
G1.B1.S3.MA2	The principal and assistant principals will monitor the coaching calendar.	Canning, Christopher	12/4/2014	Notes in Coach's Log	6/4/2015 weekly
G1.B1.S3.MA3	The principal, assistant principals, instructional coaches, and department chairs will review lesson plans for differentiated instruction.	Canning, Christopher	12/11/2014	Feedback from lesson plans, meeting notes	6/4/2015 weekly
G1.B1.S4.MA1	The principal and Assistant Principals will complete classroom walkthroughs looking for focus set during coaching action plan.	Canning, Christopher	10/31/2014	Quantified Component for Classroom Walkthroughs & Journeys Documentation	6/4/2015 daily
G1.B1.S4.MA1	The principal and assistant principals will gather quantified walkthrough data.	Canning, Christopher	10/10/2014	Agenda and Notes of Meetings, Coaches' Action Plan	6/4/2015 weekly

## 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.** Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback.

### **G1.B1** Understanding and implementing the Florida Standards

#### **G1.B1.S1** To develop a structure to support planning of standards-based instruction

##### **PD Opportunity 1**

This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)

##### **Facilitator**

Patricia Heineken

##### **Participants**

Content Area Teachers

##### **Schedule**

Weekly, from 9/30/2014 to 6/4/2015

##### **PD Opportunity 2**

This step is to provide PD on how to understand the vertical alignment and depth of standards.

##### **Facilitator**

Rayna Kieffer and Amy Lashkajani

##### **Participants**

All Teachers including interventionists and support teachers

##### **Schedule**

On 10/20/2014

**G1.B1.S2** To support lesson delivery through research-based instructional strategies

**PD Opportunity 1**

This step is to develop continual PD focused on research based instructional strategies (check for understanding, HOT questions, DI) based on classroom walkthroughs.

**Facilitator**

Instructional Coaches

**Participants**

All Teachers

**Schedule**

Biweekly, from 11/13/2014 to 6/4/2015

**PD Opportunity 2**

This step is to identify and video model teachers using best practices to share with all teachers.

**Facilitator**

Instructional Coaches

**Participants**

All Teachers

**Schedule**

Monthly, from 12/4/2014 to 6/4/2015

**G1.B1.S3** To develop a system to progress monitor students to ensure effective differentiation of instruction

**PD Opportunity 1**

This step is to model for teachers how to gather, analyze, and plan DI based on data.

**Facilitator**

Instructional Coaches

**Participants**

All Teachers

**Schedule**

On 12/12/2014

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0