

Crystal Lake Elementary School



2014-15 School Improvement Plan

Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
72%

Alternative/ESE Center
No

Charter School
No

Minority
69%

School Grades History

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

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
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Crystal Lake Elementary School will provide quality education based on the skills needed for the twenty-first century. An integrated curriculum, implementation of effective teaching strategies based on the research-based practices of Learning Focused Strategies, cooperative/collaborative learning and the use of technology will be the educational focus to maximize the full potential of our students. The staff will provide a nurturing, literature-based environment with direct relationship to real-world applications through hands-on experiences, thus facilitating learning and enhancing student achievement. We believe that appropriate motivation will enable each child to learn. Through Positive Behavior Support, our students will learn to accept responsibility for their actions. Staff, students, parents and the community will work together positively and effectively to achieve our mission for Crystal Lake Elementary.

Provide the school's vision statement

High Expectations... Great Results... No Excuses
The Mission of Crystal Lake Elementary is to ensure rigorous, relevant learning experiences that result in high achievement. The school will work together with parents and the community to provide a safe, challenging learning environment that ensures that all students thrive academically, emotionally and socially to become life-long learners and productive citizens.

School Environment

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

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

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

Crystal Lake has a Positive Behavior Support System school-wide in which the expectations and rules are taught, modeled and practiced. SOAR - Show Respect, Outstanding Character, Academic Pride and Resole Problems Peacefully
Violence Prevention Programs
Crystal Lake Elementary provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Teachers, parents and students receive and sign acknowledgement of the Polk County Conduct of Conduct that govern behavior expectations and rights

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

Crystal Lake has a Positive Behavior Support System school-wide in which the expectations and rules are taught, modeled and practiced. SOAR - Show Respect, Outstanding Character, Academic Pride and Resole Problems Peacefully. The students can earn tokens or dojos. They are weekly classroom rewards, monthly grade level rewards and 9 week grading period celebrations to honor students for excellent attendance, grades, behavior. Teachers, parents and students receive and sign acknowledgement of the Polk County Conduct of Conduct that govern behavior expectations and rights. The Code of Conduct is fairly and consistently enforced.

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

A Parent Involvement Specialist at Crystal Lake Elementary operates a Parent Involvement Center. The school guidance counselor works with students who need to confide in an adult, build relationships with at risk students, and answers questions and requests of students who have academic or emotional needs. The school psychologist works alongside with the guidance counselor and helps the students to better understand their individual needs and to resolve their problems and issues. The mental health counselor visits students with identified needs for counseling at least once a week. Teachers volunteer to stay after school and offer At-Risk Youth Mentoring with students. Americorp visits the school and tutors students based on their testing scores. South Eastern University sends college students to Crystal Lake Elementary; these college students work one-on-one with students, functioning as mentors to the students. Polk Men Read is an organization of men that send several volunteers who come regularly to the school to read with young boys at Crystal Lake Elementary.

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

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	16	25	10	17	12	7	87
One or more suspensions	0	1	0	0	1	3	5
Course failure in ELA or Math	2	5	2	2	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	88

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	2	5	2	5	8	7	29

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

Examine data with leadership team to make necessary adjustments to our instructional strategies. Provide after-school mentoring, in school tutoring, targeted literacy and math curricula support as well as an "extended school time" known as Power Hour.

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/196555>.

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

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

first grade. They provide lessons on distribution of food and recycling. Super Choice Foods provides clothing. Target provides a grant that brings three live performances by the Florida Studio Theater.

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
DiCesare, Anna	Principal
Vertrees, Suzette	Assistant Principal
Perry, Swanyetta	Instructional Coach
Spencer, Homer	Teacher, ESE
Vuto, Ariel	Teacher, K-12
Grooms, Rochelle	Guidance Counselor
Freebern, Geoff	Psychologist
Smith, Janet	Teacher, K-12
Kim, Bryan	Assistant Principal
Perez, Angelica	Teacher, K-12
Muren, Barbara	Instructional Media
gambill, deanna	Paraprofessional

Duties

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

Anna Dicesare, Suzette Vertrees and Bryan Kim - Instructional Leaders/Monitor Instruction
Swanetta Perry - Interventionist - Academic Support
Geoff Freebern – School Psychologist – Student Evaluator
Rochelle Grooms – Guidance Counselor – MTSS – Academic Support
Angelica Perez – ESOL Teacher – ELL Program
Homer Spencer - ESE Teacher
Ariel Vuto and Janet Smith - Teacher Leaders
Barbara Muren - Media/Tech Specialist
Deanna Gambill - Parental Involvement

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

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

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

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

Title I, Part A

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

Title II

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

Title III

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

Violence Prevention Programs

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

Nutrition Programs

Crystal Lake Elementary is a location for a summer feeding program for the community.

Head Start

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

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Swanetta Perry	Teacher
Anna Maria DiCesare	Principal
Suzette Vertrees	Principal
Deanna Gambill	Education Support Employee
Deanna Johnson	Parent
Sara Kirkland	Parent
Sean Haver	Business/Community
Melva Webster	Parent
Angelina Perez	Teacher
Jorge Yturalde	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

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

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

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

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

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

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
Perry, Swanyetta	Instructional Coach
Vertrees, Suzette	Assistant Principal
Vuto, Ariel	Teacher, K-12
Muren, Barbara	Instructional Media
Perez, Angelica	Teacher, K-12
Smith, Janet	Teacher, K-12
Kim, Bryan	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

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

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

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

The school provides new teachers with "teacher mentors." The staff is helpful towards each other. Administration and instructional/support staff offer positive feedback and praises with one another, which provides for a high morale work environment.

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

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

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

The mentor(s) & mentee meet periodically in order to complete the following:

- Required effective focused instructional strategies.
(Authentic Literacy, Writing, & Vocabulary Instruction)
- First Year Teacher Program
(Classroom Management, Organization, Professional Development, & Teacher Evaluation Program.)
- Assist New Teachers assigned to the school with specific needs. (i.e – Curriculum concerns, supplies issues, etc.)

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

The school incorporates district provided researched-based materials, such as Go-Math, Reading Wonders, Wonder Works, Achieve 3000, CCC Streaming, and other resources on CPALMS.

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

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

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Crystal Lake will have an additional hour of reading, known as the "Power Hour," to improve and increase reading.

Strategy Rationale

An additional hour of literacy instruction utilizing researched based materials is needed to improve students ability to master the ELA standards.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

DiCesare, Anna, anna.dicesare@polk-fl.net

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

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

Strategy: After School Program

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Vertrees, Suzette, suzette.vertrees@polk-fl.net

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

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

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

Florida requires that communities collaborate to prepare children and families for children's success in school. Crystal Lake supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Our Head Start class is part of the Polk Pre-K School Readiness program built on the premise of quality early childhood education, designed to provide a safe and nurturing environment that promotes the physical, social, emotional and cognitive development of young children while responding to the needs of the families. Child Find is available to assist families of preschoolers with low readiness rates. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Our pre-kindergarten classes and area preschools are invited to tour our school and kindergarten classrooms. Kindergarten Teachers as well as office staff collaborate to offer a "Kindergarten Round Up" conducted in the spring of every school year to introduce the incoming kindergartners and parents to Crystal Lake Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. 90% of students screened using SRUSS and in 2012 at Crystal Lake Elementary were within the range of what is expected for children of this age level. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

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

N/A - Elementary School

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

N/A - Elementary School

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

N/A - Elementary School

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To increase student proficiency through standards-based instruction and the analytical use of data

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. To increase student proficiency through standards-based instruction and the analytical use of data 1a

G039837

Targets Supported 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	75.0
FSA - English Language Arts - Proficiency Rate	75.0
FCAT 2.0 Science Proficiency	75.0
CELLA Writing Proficiency	75.0

Resources Available to Support the Goal 2

- Reading Wonders
- FAIR-FS
- Walk-through data
- District OGA's
- Wonder Works
- District Personnel
- Literacy Power Hour - additional hour
- Reading and Math Coaches
- Reading Interventionist
- Progress Monitoring
- MTSS
- New Learning Schedules
- 120 minute Literacy Block
- PLC meetings scheduled weekly
- C-Palms
- Collaboration planning time provided within master schedule
- AmeriCorp tutors
- Mentors from Southeastern

Targeted Barriers to Achieving the Goal 3

- Teacher lack of understanding of the standards
- Misunderstanding of how to connect the standards to the core curriculum materials
- Failure to use a systemic approach to ensure that all standards are taught

Plan to Monitor Progress Toward G1. 8

Progress of students towards proficiency through standards based instruction

Person Responsible

Anna DiCesare

Schedule

Monthly, from 10/14/2014 to 6/9/2015

Evidence of Completion

Data results from on-going formation assessments, Leadership Team Meeting Notes.

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. To increase student proficiency through standards-based instruction and the analytical use of data **1**

 G039837

G1.B2 Teacher lack of understanding of the standards **2**

 B096204

G1.B2.S2 Provide PD on the FL standards **4**

 S116238

Strategy Rationale

Teachers lack an understanding of how to unpack the FL standards and then implement them in the classroom

Action Step 1 **5**

Instructional coaches will provide professional development to increase teacher knowledge and application of the FL standards

Person Responsible

Suzette Vertrees

Schedule

Biweekly, from 8/18/2014 to 2/27/2015

Evidence of Completion

Sign-in sheets, agendas, materials from PD

Action Step 2 5

Instructional coaches will unpack the standards, model, and provide feedback to teachers as they plan and deliver classroom instruction based on the FL standards

Person Responsible

Suzette Vertrees

Schedule

Biweekly, from 11/3/2014 to 4/3/2015

Evidence of Completion

Coaches' Feedback notes, walk throughs, coach's log

Action Step 3 5

Instructional coaches will align the FL standards across the grade levels with the teachers as they plan and deliver classroom instruction based on the standards

Person Responsible

Suzette Vertrees

Schedule

Biweekly, from 1/12/2015 to 3/6/2015

Evidence of Completion

Lesson plans, walk-throughs, sign-in, grade level notes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Data should be evidence of teacher integration of grade level Florida standards into their daily teaching of literacy and mathematics lessons

Person Responsible

Suzette Vertrees

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work samples, narratives and notes from classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Posting of Florida standards and "I can" statements in classrooms and students' able to state what they are learning

Person Responsible

Suzette Vertrees

Schedule

Weekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

narratives and notes from classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Use of Instructional Alignment Chart tool from the Dana Center to ensure alignment of the Florida standards in their teaching

Person Responsible

Bryan Kim

Schedule

Weekly, from 1/26/2015 to 5/29/2015

Evidence of Completion

Lesson plans and alignment chart

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data should be evidence of student achievement toward grade level standards

Person Responsible

Swanyetta Perry

Schedule

Quarterly, from 8/25/2014 to 5/29/2015

Evidence of Completion

FAIR testing for grades 3-5

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Data should be evidence of student achievement toward grade level standards

Person Responsible

Angelica Perez


Schedule

Quarterly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Formative assessments, work samples, student portfolio, grade logs per teacher, conference logs for ELL students

G1.B2.S3 Provide time for teachers to plan collaboratively with their grade level as well as cross grade levels to delve deeply into the standards 4

 S116239

Strategy Rationale

Lack of high expectations and true rigor across the grade level for all students to demonstrate mastery of the FL standards

Action Step 1 5

Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning

Person Responsible

Suzette Vertrees

Schedule

On 9/11/2014

Evidence of Completion

SBIT tool, PLC sign-in sheet

Action Step 2 5

Weekly grade level collaborative planning sessions will be scheduled

Person Responsible

Suzette Vertrees

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Weekly calendar, weekly notes, observation by either administrator or TBA school coach

Action Step 3 5

Weekly grade level collaborative planning sessions will be actively taking place

Person Responsible

Suzette Vertrees

Schedule

Weekly, from 11/10/2014 to 5/29/2015

Evidence of Completion

Classroom observations, lesson plans, student work samples

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Data should be evidence of teacher collaboration as students move toward achievement of grade level standards

Person Responsible

Suzette Vertrees

Schedule

Weekly, from 9/29/2014 to 5/29/2015

Evidence of Completion

SBit and lesson plans across a grade level

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Data should be evidence of teacher collaboration as students move toward achievement of grade level standards

Person Responsible

Suzette Vertrees

Schedule

Biweekly, from 12/1/2014 to 5/29/2015

Evidence of Completion

Lesson plans, student work samples and classroom observations

G1.B2.S4 Develop a system of data collection, analysis and monitoring of students' progress towards mastery of the FL standards 4

 S149362

Strategy Rationale

Collection and analysis of data will be evidence of student achievement toward grade level standards

Action Step 1 5

Communicate expectations and purpose of progress monitoring to instructional staff

Person Responsible

Suzette Vertrees

Schedule

On 8/18/2014

Evidence of Completion

Sign-in

Action Step 2 5

Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support

Person Responsible

Rochelle Grooms

Schedule

On 9/18/2014

Evidence of Completion

PLC agenda and PLC sign-in

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Data should be evidence of students progress toward mastery of the FL standards analyzing and monitoring student data

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 11/11/2014 to 6/2/2015

Evidence of Completion

MTSS graphs

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Data should be evidence of students progress toward mastery of the FL standards analyzing and monitoring student data

Person Responsible

Rochelle Grooms

Schedule

Monthly, from 11/11/2014 to 6/2/2015

Evidence of Completion

MTSS meeting notes

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.B2.S2.A1	Instructional coaches will provide professional development to increase teacher knowledge and application of the FL standards	Vertrees, Suzette	8/18/2014	Sign-in sheets, agendas, materials from PD	2/27/2015 biweekly
G1.B2.S3.A1	Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning	Vertrees, Suzette	9/11/2014	SBIT tool, PLC sign-in sheet	9/11/2014 one-time
G1.B2.S4.A1	Communicate expectations and purpose of progress monitoring to instructional staff	Vertrees, Suzette	8/18/2014	Sign-in	8/18/2014 one-time
G1.B2.S2.A2	Instructional coaches will unpack the standards, model, and provide feedback to teachers as they plan and deliver classroom instruction based on the FL standards	Vertrees, Suzette	11/3/2014	Coaches' Feedback notes, walk throughs, coach's log	4/3/2015 biweekly
G1.B2.S3.A2	Weekly grade level collaborative planning sessions will be scheduled	Vertrees, Suzette	10/6/2014	Weekly calendar, weekly notes, observation by either administrator or TBA school coach	5/29/2015 weekly
G1.B2.S4.A2	Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support	Grooms, Rochelle	9/18/2014	PLC agenda and PLC sign-in	9/18/2014 one-time
G1.B2.S3.A3	Weekly grade level collaborative planning sessions will be actively taking place	Vertrees, Suzette	11/10/2014	Classroom observations, lesson plans, student work samples	5/29/2015 weekly
G1.B2.S2.A3	Instructional coaches will align the FL standards across the grade levels with the teachers as they plan and deliver classroom instruction based on the standards	Vertrees, Suzette	1/12/2015	Lesson plans, walk-throughs, sign-in, grade level notes	3/6/2015 biweekly
G1.MA1	Progress of students towards proficiency through standards based instruction	DiCesare, Anna	10/14/2014	Data results from on-going formation assessments, Leadership Team Meeting Notes.	6/9/2015 monthly
G1.B2.S2.MA1	Data should be evidence of student achievement toward grade level standards	Perry, Swanyetta	8/25/2014	FAIR testing for grades 3-5	5/29/2015 quarterly
G1.B2.S2.MA5	Data should be evidence of student achievement toward grade level standards	Perez, Angelica	11/4/2014	Formative assessments, work samples, student portfolio, grade logs per teacher, conference logs for ELL students	6/4/2015 quarterly
G1.B2.S2.MA1	Data should be evidence of teacher integration of grade level Florida standards into their daily teaching of literacy and mathematics lessons	Vertrees, Suzette	9/8/2014	Lesson plans, student work samples, narratives and notes from classroom observations	5/29/2015 biweekly
G1.B2.S2.MA3	Posting of Florida standards and "I can" statements in classrooms and students' able to state what they are learning	Vertrees, Suzette	9/8/2014	narratives and notes from classroom observations	5/29/2015 weekly
G1.B2.S2.MA4	Use of Instructional Alignment Chart tool from the Dana Center to ensure alignment of the Florida standards in their teaching	Kim, Bryan	1/26/2015	Lesson plans and alignment chart	5/29/2015 weekly
G1.B2.S3.MA1	Data should be evidence of teacher collaboration as students move toward achievement of grade level standards	Vertrees, Suzette	12/1/2014	Lesson plans, student work samples and classroom observations	5/29/2015 biweekly
G1.B2.S3.MA1	Data should be evidence of teacher collaboration as students move toward achievement of grade level standards	Vertrees, Suzette	9/29/2014	SBit and lesson plans across a grade level	5/29/2015 weekly
G1.B2.S4.MA1	Data should be evidence of students progress toward mastery of the FL	Grooms, Rochelle	11/11/2014	MTSS meeting notes	6/2/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	standards analyzing and monitoring student data				
G1.B2.S4.MA1	Data should be evidence of students progress toward mastery of the FL standards analyzing and monitoring student data	Grooms, Rochelle	11/11/2014	MTSS graphs	6/2/2015 monthly

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. To increase student proficiency through standards-based instruction and the analytical use of data

G1.B2 Teacher lack of understanding of the standards

G1.B2.S2 Provide PD on the FL standards

PD Opportunity 1

Instructional coaches will unpack the standards, model, and provide feedback to teachers as they plan and deliver classroom instruction based on the FL standards

Facilitator

Torsha Baker-Cunningham and Bradley Hardesty and TBA site based coaches

Participants

All K-5 Teachers including ESE and ELL

Schedule

Biweekly, from 11/3/2014 to 4/3/2015

PD Opportunity 2

Instructional coaches will align the FL standards across the grade levels with the teachers as they plan and deliver classroom instruction based on the standards

Facilitator

Torsha Baker-Cunningham and Bradley Hardesty and TBA site based coaches

Participants

All K-5 Teachers including ESE and ELL

Schedule

Biweekly, from 1/12/2015 to 3/6/2015

G1.B2.S3 Provide time for teachers to plan collaboratively with their grade level as well as cross grade levels to delve deeply into the standards

PD Opportunity 1

Implementation of pre-planning tool to facilitate teacher preparedness for collaborative planning

Facilitator

Suzette Vertrees

Participants

All K- 5 Teachers including ESE and ELL

Schedule

On 9/11/2014

G1.B2.S4 Develop a system of data collection, analysis and monitoring of students' progress towards mastery of the FL standards

PD Opportunity 1

Train teachers on the collection, analysis and disaggregation of data to provide differentiated student support

Facilitator

Rochelle Grooms

Participants

All K-5 teachers

Schedule

On 9/18/2014

Technical Assistance Items

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

G1. To increase student proficiency through standards-based instruction and the analytical use of data

G1.B2 Teacher lack of understanding of the standards

G1.B2.S2 Provide PD on the FL standards

PD Opportunity 1

Instructional coaches will provide professional development to increase teacher knowledge and application of the FL standards

Facilitator

Torsha Baker-Cunningham and Bradley Hardesty and TBA site based coaches

Participants

All K-5 Teachers including ESE and ELL

Schedule

Biweekly, from 8/18/2014 to 2/27/2015

Budget Rollup

Summary

Description	Total
Grand Total	0