

# Crystal Springs Elementary School



2014-15 School Improvement Plan

## Crystal Springs Elementary School

1200 HAMMOND BLVD, Jacksonville, FL 32221

<http://www.duvalschools.org/cse>

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
69%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
56%

### School Grades History

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

### School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</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 educational excellence in every school, in every classroom, for every student, every day.

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

Every student is inspired and prepared for success in college or a career, and life.

#### School Environment

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

At Crystal Springs, we learn about our students' cultures and build relationships between teachers and students by maintaining open lines of communication. Our teachers talk to their students and families on a regular basis. It is through this communication that our teachers learn a great deal about their students.

At all grade-levels our students work to master grade-level standards. The curriculum is planned and presented so that all students can succeed, taking student culture into account. If students are not successful, we provide additional supports in the form of increased teacher time through small group instruction, tutoring, and special instruction; along with a rich variety of strategies. For all students, learning successful skills, acquiring joy, and interest in learning creates a positive sense of self-worth and helps build relationships. In the upper grades our teachers help students set immediate and realistic goals and help them establish a clear criteria for achieving them. With clear goals and lessons, students can recognize and improve their study, as well as their interpersonal skills with on-going positive support from classroom teacher.

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

At Crystal Springs, we work to ensure enough structure to create an environment where students feel safe and respected. This includes, but is not limited to, school-wide expectations for morning arrival, smooth transitions during the day, lunch, and afternoon dismissal as determined by Foundations. It is also the school-wide expectation that teachers establish clear rituals and routines through the CHAMPs framework that are sensible and consistently enforced. Furthermore, our teachers explicitly teach and help develop positive social skills, so that students learn to not intimidate, bully, insult, or overly criticize each other. In doing so, teachers build trusting relationships by helping encourage students and by stopping inappropriate behavior.

We also have a school safety team which is responsible for creating a school-wide safety plan that contains detailed policies and procedures to provide guidance and support in the event of an emergency. We also conduct frequent practice drills (fire, weather, evacuation) throughout the school year.

##### **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**



CHAMPS, a proactive and positive approach to classroom management, is utilized in grades PK - 5 to keep students engaged during instruction. The plan informs students of the expectations during specific classroom activities and transitions. Students are directed on Conversation level, how to get Help from the teacher or peers, the current Activity, Movement allowed, and proper Participation in the activity at hand, which will lead to Success in the classroom. Teachers are trained each year during pre-planning and also participate in district level in-service to ensure fair and consistent implementation of the CHAMPS model.

**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**

Crystal Springs utilizes Second Step, a violence prevention program. Each unit has grade-level appropriate lessons that address empathy and communication, emotional and anger management, social problem solving, and bullying prevention. Small group and individual counseling is provided by the School Counselor for students who require additional assistance and reinforcement of the lessons. Students who are in need of further assistance are referred to agencies through parent conferences and the MRT process.

Professional Development training is carried out to update teachers and staff on policies and procedures for reporting all manner of incidents/needs pertaining to the health and safety of all students. For each grade-level, Child Safety Matters (CMS) will be facilitated by the School Counselor. CSM is a program that encourages students to tell safe adults about unsafe situations or events they experience.

**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/190456>.

**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**

We begin the process by locating potential business partners , with a particular focus on large businesses (Cracker Barrel, Publix, Winn-Dixie, Holiday Inn, etc.) along with a few smaller business (dentist offices, karate studios, faith-based organizations, etc.). When we approach the business we find out whether or not they would be interested in an educational partnership, if so we discuss how the partnership will benefit the business and secure contributions (people and time for tutoring, money, goods and services for school events such as Parent Nights, etc.). As the business and entrepreneur magnet, we also invite them to participate in our Career Days. We maintain these partnerships by saying thank you often, providing opportunities for advertising, and maintaining open lines for two-way communication.

## 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
Maxwell Rivers, Chiquita	Principal
Mackey, Debra	Assistant Principal
Metz, Melissa	Assistant Principal
Tomlinson, Kimberly	Instructional Coach
Hayes, Edith	Instructional Coach

#### Duties

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

The School Leadership Team will provide a common vision for the use of data-based decision making, assist the MTSS/RtI team with the implementation of intervention support, ensure adequate professional development based on the needs of the faculty and staff, engage in shared decision making with the SDM Team when required and appropriate, and communicate with parents and other key stakeholders.

Furthermore, the team will help develop, lead, and evaluate instructional practices/strategies in all areas as well as provide on-going feedback and coaching to enhance instruction and improve student performance.

##### ***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 team members work collaboratively with content-area teachers to target specific areas of strength and opportunities for growth as evidenced by FCAT 2.0 results, CGA results, iReady results, Achieve3000 data, DAR, and a wide variety of formative assessments. From there, the team is able to determine teacher and staff development needs; as well as specific targets for personal growth (IPDP) and collective growth (SIP) to meet or exceed student academic and behavioral needs as indicated by multiple data points. The team use this data to target individual students for Supplemental Academic Instruction (SAI). Those funds will be used for before/after school tutoring and Saturday School for students scoring Level 1 or 2 on the 2014 FCAT 2.0. These additional learning opportunities will be provided for both reading and math.

The team also works to identify and analyze existing researched-based instructional practices, strategies, and intervention approaches, identify systematic patterns of student need while working with district personnel to identify other evidence-based instructional and intervention practices/strategies; assists with whole-school screening practices based on early warning systems to provide early intervention services for students considered to be at-risk.

Furthermore, the team also assist in the design and implementation of progress monitoring, data collection and analysis, participates in the design and delivery of professional development support for the implementation of Tier 1-3 intervention plans, and provides support for assessments.

Once the team has and analyzes the information gathered from the multiple data points, they are able to determine methodologies for coordinating and supplementing funding, services, and programs. The team members meet weekly to engage in on-going dialogue and problem-solving as needed to ensure they are utilizing the resources available for the highest impact on student achievement.

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Cynthia Cummins	Teacher
Chiquita M. Rivers	Principal
Robyn Vanhof	Parent
Ayannah Abraham	Parent
Natalie Landrau	Parent
Caryl Hufnagle	Business/Community
Paul Scott	Business/Community
Christopher Nowell	Education Support Employee
Monique Thompson	Business/Community
Sierra Nichols	Teacher

**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*

SAC reviews, discusses, and provide feedback on last's years School Improvement Plan. During that time, we will discuss what worked, what did not, and why. SAC members were encourage to provide recommendations for the current school year.

*Development of this school improvement plan*

SAC reviews and the discusses the plan. The SAC members for encouraged to ask questions and provide feedback. SAC members are asked for input in the area for parent involvement, attendance and discipline.

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

SAC reviews and discuss the school's annual budget and plan. The SAC members are encouraged to ask questions, provide feedback, and provide suggestions regarding the allocation of funds. From there, they final school budget and plan are created and SAC votes to approve.

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

1. School-wide technology improvement: Four sets of 32, including one teacher remote and one receiver, of the Qomo Student Response System- \$7,100.00
2. School-wide novels (one set of 30): Nonfiction companion books to the Magic Tree House Series (grades first through third) and Magic Tree House Fact Tracker- \$346.40
3. School-wide novels (two sets of 15): Sunshine State Award books (grades three through six)-

\$415.20

4. School-wide novels (one set of six books): Warriors, Omen of the Stars (grades three-six)- \$73.49

5. School-wide novels (one set of 23): Adventures of the Bailey School Kids (grades first through third)- \$242.16

Total Budget Allocation: \$8,422.25 Total Used: \$8,177.25 Remaining Balance: \$245.00

**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
Hayes, Edith	Instructional Coach
Metz, Melissa	Assistant Principal
Bennett, Alison	Teacher, K-12
Breland, Celena	Teacher, K-12
East, Faye	Teacher, K-12
Law, Polly	Teacher, K-12
Rothrock, Jennifer	Teacher, K-12
Tatham, Suzanne	Teacher, K-12

#### Duties

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

Within our daily instruction we will focus on the Four Pillars of Excellent Instruction (student engagement, student understanding, rigor, and student ownership). We will utilize the new district curriculum guides and CGA assessments quarterly. In addition, all classrooms will implement the Gradual Release of Responsibility Model, Common Board Configuration, and use of an essential question to focus and guide our instruction. Student discussions and learning activities will be based on the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge to ensure a true understanding of the topic and/or concept being taught. Increasing the consistency with which teachers chart strategies taught in class should make the learning/environment more authentic. All K-5 Literacy classrooms are expected to provide high quality, rigorous instruction. Teachers will meet regularly during Professional Learning Communities to discuss reading & writing skill focus points and plan instruction based on the Language Arts Florida Standards (LAFS).

Differentiated Instruction- Teachers will regularly use data from assessments to form small groups and guide instruction. Students will participate in differentiated centers based on individual needs. The Language Literacy Intervention (LLI), Fountas & Pinnell, will be used as a small group intensive reading intervention program.

#### 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**

Teachers are strongly encouraged to attend weekly common planning sessions to remain up to date on all programs and school related topics. Wonderful ideas are shared and time given to express concerns and remedies on issues that affect our school, our teachers, and our students, which creates strong positive working relationships. These sessions are also used as the primary vehicle for teacher's on-going professional development, which is a must for effective teaching. Our planning sessions are filled with important, pertinent information designed to make the most of one's time. Our school can boast of 100% participation in these planning sessions. Most knowledge of teachers come from the knowledge of those they spend time with, so as much time as possible is given to teachers in the form of celebrations, planned luncheons, and outside of the school day activities.

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

1. Partner new teachers with seasoned staff in core content areas. Create & Implement (MINT) Support Teams.
2. Cadre coach assigned to school meets with Mentoring and Induction for Novice Teachers (MINT) teachers to complete portfolios and assist PDF.
3. Monthly professional development with our CSE personnel.
4. Weekly participation within grade level team planning communities to organize instruction and analyze student portfolio work. Grade Level teams group students according to assessment data and tier instruction to tailor academic approaches.
5. Participation in content focused Professional Learning Communities (PLC) to plan instruction and analyze student work.
6. Bi-weekly professional development trainings/book talks.
7. Implementation of a professional learning groups: small 3-6 person PLC groups will meet with math and reading instructional coaches to discuss data, next steps, MTSS strategies and/or observe peers to improve instructional practices.
8. Mentor observation cycles in which the new teachers receive formative feedback and targeted coaching.
9. New teacher observations of model teachers with a focus on identifying challenges and Educator Accomplished Practices.

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

The MINT program guidelines will serve as the framework for which mentoring and specific professional development is given to meet the specific needs of each mentee. The school-based support team consist of an administrator, PDF, mentor, and academic coach.

Based on the level of proficiency that each mentee demonstrates within the 6 Educator Accomplished Practices, their needs will be identified and the mentor teachers will provide support and guidance through; modeling, early dismissal day trainings, and classroom observations/feedback by their mentor/partner.

In addition to CET, mentors must have an effective or highly effective rating on the previous year's performance evaluation. Other variables may include:

- subject/ grade-level
- certification
- disposition/ interpersonal skills
- level of expertise/ area of need

The mentor/partner will meet with the highly qualified veteran teacher who has achieved successive gains through her years of instruction biweekly to discuss evidence-based strategies for each curricular domain. The mentor is given release time to observe the mentee.

## 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 district ensures that purchased materials and programs align to Florida's standards. Our school then sets up, administers, and organizes these programs based on our district's curriculum guides. Teachers then organize their lessons to cover all standards that are tested in each nine week period. All standards are taught before students take the Florida Standards Assessment in the Spring.

#### 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***

Our school uses many forms of data (State Assessments, Quarterly Curriculum Guide Assessments, iReady Reading and Math Diagnostics, Teacher created assessment, etc.). Reflection of this data provides teachers with strengths, weaknesses, and possible trends of students which, in turn drives classroom instruction. Once data is analyzed, small groups are formed as well as re-teaching and enrichment activities assigned.

Instruction for students lacking proficiency can be modified through one on one instruction; small groups, center activities, peer teaching, homework, technology, games and tutoring. Instruction for advanced level students can be modified through enrichment activities, special projects, technology, and games.

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

**Strategy: After School Program**

**Minutes added to school year: 2,220**

Students are selected based on classroom assessment for remediation in the CSE after-school tutoring program. The selected students in grades 3-5 may attend twice per week for support in the core subjects of math and reading. Each session will be 60 minutes long.

**Strategy Rationale**

Through after-school programs we are able to provide even more extensive remediation for those students in greatest need in an effort to close the achievement gap.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Maxwell Rivers, Chiquita, maxwellc@duvalschools.org

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

Bi-weekly mini-assessments based on the standard or benchmark being remediated are given and analyzed.

**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**

To help prepare Crystal Springs Elementary students for Kindergarten, all students and their parents are invited to an informal "Meet and Greet" orientation session during pre-planning. This experience provides families and kindergarten students a non-threatening opportunity to visit the school and develop initial relationships with their teachers.

Within the first 45 days of enrollment, kindergarten students are given the Florida Kindergarten Readiness Screener (FLKRS) to gather information on a child's development in emergent literacy. In addition, students are assessed on their abilities in reading and mathematics using the Curriculum Guide Assessments, DAR, iReady Reading Assessment and the iReady Math Assessment. The results from these assessments are used to group students for differentiated instruction in order to provide immediate intensive intervention.

**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**

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

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

**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.** Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.
- G2.** To decrease student tardiness and student absences by 10%.
- G3.** To increase the percentage of proficiency on the 2015 English/Language Arts Florida Standards Assessment by 10% or more at each grade level. To increase the percentage of students scoring above proficiency by at least 5% at each grade level.
- G4.** To Increase the number of students scoring proficient or above on the 2015 Writing Florida Standards Assessment by 15% through integration of writing in all subject areas daily.
- G5.** To increase the percentage of students scoring level 3 on the 2015 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2015 5th grade Science FCAT by 7%.
- G6.** To reduce student behavior referrals (2 or more) that results in suspension by 15%.
- G7.** To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment.
- G8.** To increase the percentage of students at the proficiency level on the 2015 Mathematics Florida Standards Assessments by 10% or more at at each grade level in comparison to previous FCAT 2.0 proficiency 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. Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%. 1a**

G040984

**Targets Supported 1b**

Indicator	Annual Target
	85.0

**Resources Available to Support the Goal 2**

- CHAMPS procedures
- Second Step Bullying Curriculum
- School Counselor
- Mentors
- Fun Club
- Building character

**Targeted Barriers to Achieving the Goal 3**

- Visitors not following school procedures

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

Parent and Staff Surveys

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Visitor logs, Early Dismissal Agendas, Visitors Log

**G2. To decrease student tardiness and student absences by 10%. 1a**

G040985

**Targets Supported 1b**

Indicator	Annual Target
	10.0

**Resources Available to Support the Goal 2**

- Generate listing of students with excessive absences and tardiness who will be contacted bi-weekly

**Targeted Barriers to Achieving the Goal 3**

- Parents are not bringing their children to school on time.
- Students are walking extra slow to school, even though parents share they leave home in ample enough time to walk

**Plan to Monitor Progress Toward G2. 8**

The generated list of students with excessive absences and tardiness will be monitored and parents will be contacted as infractions occur.

**Person Responsible**

Nicarren Watson

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Reduction of absences and tardiness on monitored listing for students with excessive tardiness and absences

**G3.** To increase the percentage of proficiency on the 2015 English/Language Arts Florida Standards Assessment by 10% or more at each grade level. To increase the percentage of students scoring above proficiency by at least 5% at each grade level. 1a

G040986

**Targets Supported** 1b

Indicator	Annual Target
	59.0

**Resources Available to Support the Goal** 2

- District Specialists
- School Based Coaches
- Program materials
- District Curriculum Guides
- Coaches Academy
- Teacher Summer Professional Development
- i-Ready
- FCRR Resources
- Common Planning sessions
- Achieve3000
- Rtl
- DAR

**Targeted Barriers to Achieving the Goal** 3

- Language Development (Vocabulary)

**Plan to Monitor Progress Toward G3.** 8

Curriculum Guide Assessment data and classroom observations

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

An increase in students' usage of rich vocabulary during accountable talk and an increase in proficiency on the standards pertaining to vocabulary

**G4.** To Increase the number of students scoring proficient or above on the 2015 Writing Florida Standards Assessment by 15% through integration of writing in all subject areas daily. 1a

G040987

**Targets Supported** 1b

Indicator	Annual Target
	36.0

**Resources Available to Support the Goal** 2

- Reading Coach
- District Specialist
- Modeled instruction through share writing
- Craft lessons focusing on using textual evidence for support
- District Curriculum Guides
- Common Planning
- Write to Learn (5th grade only)

**Targeted Barriers to Achieving the Goal** 3

- Some students lack the ability to use textual evidence to support claims

**Plan to Monitor Progress Toward G4.** 8

Use state aligned rubrics to assess school-created writing assessments (1st-3rd grade only) and state rubrics to assess district-created writing assessments (4th-5th grade only)

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Semiannually, from 10/15/2014 to 6/5/2015

**Evidence of Completion**

Quality rubrics aligned to the state's scoring rubric, student writing, data collected

**G5.** To increase the percentage of students scoring level 3 on the 2015 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2015 5th grade Science FCAT by 7%. **1a**

 G040988

**Targets Supported** **1b**

Indicator	Annual Target
	49.0

**Resources Available to Support the Goal** **2**

- Science Morning Videos
- Science Focus Presentations and Assemblies
- Science Fair
- Science Parent Night
- Interactive Word Wall
- Interactive Journals

**Targeted Barriers to Achieving the Goal** **3**

- Lack of students' prior knowledge and struggle with reading proficiency

**Plan to Monitor Progress Toward G5.** **8**

Students will demonstrate growth in their ability to use critical thinking when answering higher-order questions in interactive journals, teacher assessments, and CGA's.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Interactive journals, lesson plans, CGA scores and grades

**G6. To reduce student behavior referrals (2 or more) that results in suspension by 15%. 1a**

G040989

**Targets Supported 1b**

Indicator	Annual Target
	15.0

**Resources Available to Support the Goal 2**

- Preventative measures: (1) Teachers will have rituals and routines in place. (2) A positive classroom climate in which students understand expectations and be successful academically and behaviorally. (3 )Structuring the classroom to promote desirable behaviors. (4) Establish a good rapport with parents and students. (5) CHAMPS training for teachers (6) Positive praise to students or individual specific praise to students as often as possible.

**Targeted Barriers to Achieving the Goal 3**

- No home school connection

**Plan to Monitor Progress Toward G6. 8**

GENESIS program, teacher observation

**Person Responsible**

Nicarren Watson

**Schedule**

On 6/5/2015

**Evidence of Completion**

A decline in behavior referrals with students (2 or more referrals)

**G7.** To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment. 1a

G040990

**Targets Supported** 1b

Indicator	Annual Target
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**Resources Available to Support the Goal** 2

- Unique learning system curriculum - a specialized curriculum developed for students with significant cognitive disabilities
- PCI Reading Program - a research-based curriculum that helps turn non-readers into successful readers, specifically aimed at students with significant developmental disabilities.
- Sondag Reading Program - a research based reading curriculum that is specifically designed to teach pre-readiness skills to students with significant developmental disabilities
- Boardmaker and the use of visual strategies
- Use of the Smart Board in the classroom

**Targeted Barriers to Achieving the Goal** 3

- The test format is a major obstacle we face. The FAA has very long directions. Students have to be able to look at three choices and choose the best answer. This is difficult for our lower level students and for the students who have problems focusing. The FAA also uses very technical and precise vocabulary .

**Plan to Monitor Progress Toward G7.** 8

Teachers will observe students as they take the USL pre/post test, and the Curriculum Guide assessment test in Sept. to determine if they are listening to all direction, looking all choices before making a selection and understanding the vocabulary on the test.

**Person Responsible**

Leslie Townsend

**Schedule**

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

**Evidence of Completion**

Checklist



**G8.** To increase the percentage of students at the proficiency level on the 2015 Mathematics Florida Standards Assessments by 10% or more at at each grade level in comparison to previous FCAT 2.0 proficiency data. **1a**

 G040991

**Targets Supported** **1b**

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

**Resources Available to Support the Goal** **2**

- District Math Specialist
- School Based Math Coach
- Classroom Teachers
- District Curriculum Guides
- Envision/Investigations Materials
- iReady

**Targeted Barriers to Achieving the Goal** **3**

- Teachers' lack of rigorous targeted mathematics instruction and engaging lesson planning.

**Plan to Monitor Progress Toward G8.** **8**

Curriculum Guide Assessments (baseline and post) will be administered to students in all grade levels. Curriculum Guide Quarterly Assessments will be given to students in grades 1-5. The quarterly assessment scores will be analyzed and compared to the correlating baseline scores of each standard to determine rigorous success and areas for reteaching and small group instruction and to ensure the same success on the Spring 2015 Florida Standards Assessment.

Monitoring of Quarterly Curriculum Guide Assessments will help to ensure growth. Also, we will analyze previous years Math FCAT 2.0 data to see if any trends or consistent weaknesses need to be addressed.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

-Quarterly scores will increase compared to their correlated baseline scores. -Increase of 10% in student proficiency for each grade level in Mathematics on Spring 2015 Florida Standards Assessment -Increase the percentage of students above the proficiency level on the Spring 2015 Florida Standards Assessment by 5%

## 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.** Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%. **1**

 G040984

**G1.B3** Visitors not following school procedures **2**

 B099409

**G1.B3.S1** Monitor all outside doors before, during, and after school. **4**

 S110728

### Strategy Rationale

Careful monitoring of the doors throughout the day will ensure the safety of our faculty, staff, and students.

### Action Step 1 **5**

School personnel will check doors at various times throughout the day to make sure they are locked and closed.

#### Person Responsible

Chiquita Maxwell Rivers

#### Schedule

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

#### Evidence of Completion

Doors will remain closed and all visitors to the campus will be directed to the main office.

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

Administration, custodians, and the Parent Liaison will check outside doors randomly throughout the day.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

All outside doors will be locked and secure during each check.

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

Administration and office staff will monitor doors throughout the day.

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

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

***Evidence of Completion***

All outside doors will be locked and closed.

**G1.B3.S2** Continue using colored-coded visitors passes each day. 4

 S110729

**Strategy Rationale**

This strategy has been very effective in assisting with safety, by using color-coded visitors passes daily it provides us with a quick glance reference to ensure that the people on campus should be here.

**Action Step 1** 5

Use color-coded visitors passes for all visitors to the campus. Rotate the passes daily so that badges can not be reused.

**Person Responsible**

Pamela Smith

**Schedule**

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

**Evidence of Completion**

All visitors will wear current badge and sign into visitor log.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Visitors log

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

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

**Evidence of Completion**

Visitor's Log

**G1.B3.S4 Provide staff training on safety procedures throughout the school year. 4**

 S110731

**Strategy Rationale**

It is important for our faculty and staff to be aware of and be able to facilitate the safety procedures in the event a major issue does occur.

**Action Step 1 5**

Provide professional development on safety procedures, school safety plan and Second Step bullying lessons.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Foundations team will create a school safety plan, visitors log, and teacher lesson plans the include Second Step.

**Plan to Monitor Fidelity of Implementation of G1.B3.S4 6**

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

**Person Responsible**

Pamela Smith

**Schedule**

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

***Evidence of Completion***

Visitor logs, Early Dismissal Agendas, Visitors Log,

**Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7**

All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.

**Person Responsible**

Pamela Smith

**Schedule**

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

***Evidence of Completion***

Visitor logs, Early Dismissal Agendas, Visitors Log,

**G2.** To decrease student tardiness and student absences by 10%. 1

G040985

**G2.B1** Parents are not bringing their children to school on time. 2

B099410

**G2.B1.S1** Create an environment focused on learning. Make the beginning of class important. Help students and parents understand the importance of coming to class and how missing school can impact their grade. 4

S110732

**Strategy Rationale**

By emphasizing the importance of creating an environment in which students can learn, we believe parents/students will begin to take ownership and ensure students arrive to school on-time and are present as much as possible.

**Action Step 1** 5

Apply the rules of the Code of Student Book and be consistent by sending letters to parents, focusing on "Code of Conduct," content on tardiness and absences.

**Person Responsible**

Debra Mackey

**Schedule**

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

**Evidence of Completion**

Excessive absence and tardiness data that has been complied, parent letters

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

Compile names of students with excessive absences and tardiness. The form will address dates of the infraction, contact with the parent and their responses.

**Person Responsible**

Debra Mackey

**Schedule**

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

**Evidence of Completion**

Generated data collected bi-weekly of students with excessive tardiness and absences

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

Reduction of absences and tardiness

**Person Responsible**

Debra Mackey


**Schedule**

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


**Evidence of Completion**

The generated list of students with excessive absences and tardiness, along with parent contact log

**G2.B2** Students are walking extra slow to school, even though parents share they leave home in ample enough time to walk 2

 B099411

**G2.B2.S1** Use of consistent consequences. 1st consequence (4th tardy) - Teacher/student intervention - interventions may be verbal, electronic, written, etc. The consequence is a teacher warning - student notified of consequences for the tardy 2nd consequence (5th tardy) - Teacher/student/parent intervention- interventions may be verbal, electronic, written, etc. The teacher notifies parent/guardian and student about tardy behavior. A tardy contract with the student is developed. (A copy of the contract is sent home to parent.) 3rd consequence (6th tardy; Administrative referral) - The Disciplinary referral with code 1.04 is entered into Genesis System. 4th consequence (7th tardy; Administrative referral) - Student will earn work assignments. 5th consequence (8th tardy; Administrative referral) - Includes any formal discipline outlined in the Code of Student Conduct. 4

 S110734

**Strategy Rationale**

By having set consequences and consistently enforcing those consequences we expect to reduce the number of students arriving late.

**Action Step 1 5**

Counseling - arrange for parent/guardian or student assistance if needed  
Activities - Continue Breakfast in the Classroom to enhance timely arrival to school

**Person Responsible**

Nicarren Watson

**Schedule**

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

**Evidence of Completion**

Student tardiness has decreased significantly or stopped completely.



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

Contact parents, share with them that their child needs to be more closely monitored as they walked to school, and offer suggestions, such as: walk with their child to school to time them, make adjustments to the time they leave from home, or find other ways for student to school.

**Person Responsible**

Debra Mackey

**Schedule**

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

**Evidence of Completion**

Decline of tardiness

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

Rewards - such as a teacher-student ice cream each grading period social for those with on-time record, Clubs - Sunshine club with breakfast (monthly) for those with on-time record, Awards - for on-time behavior with posters, stickers, certificates and/or prizes. Public acknowledgement for those students with the highest attendance rates and no early picks-up- School Wide Early Morning Show

**Person Responsible**

Debra Mackey

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

CRT operator and tracking record

**G3.** To increase the percentage of proficiency on the 2015 English/Language Arts Florida Standards Assessment by 10% or more at each grade level. To increase the percentage of students scoring above proficiency by at least 5% at each grade level. 1

G040986

**G3.B3** Language Development (Vocabulary) 2

B112749

**G3.B3.S1** Students will receive explicit vocabulary instruction in all academic areas. 4

S124130

### Strategy Rationale

Students language development is below average at our school. In order to close the ever increasing gap, explicit instruction in vocabulary in all academic areas is needed.

### Action Step 1 5

Update and maintain organized word walls and lead word wall activities during lessons

#### Person Responsible

Edith Hayes

#### Schedule

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

#### Evidence of Completion

Use of vocabulary in response to literature and short and/or extended responses to comprehension questions

### Action Step 2 5

Integrate vocabulary-rich fiction and informational texts into lessons

#### Person Responsible

Edith Hayes

#### Schedule

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

#### Evidence of Completion

Lesson plans, fiction and informational texts used for instruction, use of new vocabulary in interactive journals entries, and during accountable student conversations

**Action Step 3** 5

Implement the use of graphic organizers into vocabulary instruction (i.e. word families, word trees, affixes/roots, etc.)

**Person Responsible**

Edith Hayes

**Schedule**

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

***Evidence of Completion***

Completed graphic organizers, evidence of new vocabulary in writing and accountable student conversation

**Action Step 4** 5

Explicit instruction in affixes and roots (i.e. Greek, Latin, etc.)

**Person Responsible**

Edith Hayes

**Schedule**

Weekly, from 9/22/2014 to 9/22/2014

***Evidence of Completion***

Student work sample on affixes and roots, lesson plans

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

Monitor the integration of explicit vocabulary into daily instruction in all academic areas

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, administrative observations

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

Teacher and district-created assessments (reteach as needed based on data)

**Person Responsible**

Melissa Metz

**Schedule**

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

**Evidence of Completion**

Student test scores, students writing samples, and student data conversations

**G3.B3.S2** Students will have opportunities to use new vocabulary in real-life settings. 4

 S124174

**Strategy Rationale**

Students language development will only truly improve if they use/apply the new vocabulary across multiple settings.

**Action Step 1** 5

Model the use of new vocabulary in all academic areas

**Person Responsible**

Edith Hayes

**Schedule**

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

**Evidence of Completion**

Words walls, interactive journal entries, short/extended responses

**Action Step 2** 5

Spotlight students using new vocabulary

**Person Responsible**

Edith Hayes

**Schedule**

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

***Evidence of Completion***

Interactive journal entries and short/extended responses

**Plan to Monitor Fidelity of Implementation of G3.B3.S2** 6

Model vocabulary usage in daily classroom instruction in all academic areas

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Reading Coach/Administrative Observations

**Plan to Monitor Effectiveness of Implementation of G3.B3.S2** 7

Students will engage in vocabulary-rich conversations during all interaction

**Person Responsible**

Melissa Metz

**Schedule**

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

***Evidence of Completion***

Reading Coach, teacher, and administrative observations, accountable student conversations

**G4.** To Increase the number of students scoring proficient or above on the 2015 Writing Florida Standards Assessment by 15% through integration of writing in all subject areas daily. 1

G040987

**G4.B2** Some students lack the ability to use textual evidence to support claims 2

B099423

**G4.B2.S1** Students will use textual evidence to support claims in writing. 4

S124237

### Strategy Rationale

Many of our students will be experiencing opinion/argument/support writing for the first time and they do not know how to use textual evidence to support claims.

### Action Step 1 5

Teachers will model the use of appropriate graphic organizers

#### Person Responsible

Edith Hayes

#### Schedule

Weekly, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans, Coach/Administrative observations

### Action Step 2 5

Teachers will provide explicit instruction on opinion/argument/support academic vocabulary

#### Person Responsible

Edith Hayes

#### Schedule

Weekly, from 9/22/2014 to 6/5/2015

#### Evidence of Completion

Lesson plans, Coach/Administrative observations

**Plan to Monitor Fidelity of Implementation of G4.B2.S1** 6

Teachers will provide explicit instruction on the use of textual evidence to support claims in both oral conversation and writing

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, Coach/Administrative observations

**Plan to Monitor Effectiveness of Implementation of G4.B2.S1** 7

Students will use textual evidence to support claims in both oral responses and writing as evidenced by writing assessments.

**Person Responsible**

Melissa Metz


**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Coach/Teacher observation, student work samples

**G4.B2.S2** Teachers will provide explicit instruction on opinion/argument/support writing. 4

 S124238

### **Strategy Rationale**

Many of our teachers are not familiar with and/or comfortable with this form of writing instruction and need become better equipped to provide the instruction.

### **Action Step 1** 5

English/Language Arts teachers on all grade-levels will receive training on best practice for opinion/argument/support writing instruction

#### **Person Responsible**

Edith Hayes

#### **Schedule**

Weekly, from 9/22/2014 to 6/5/2015

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

Common planning agendas, professional development agendas, sign-in sheets, handouts, presentations

### **Action Step 2** 5

Teachers will model the use of appropriate graphic organizers

#### **Person Responsible**

Edith Hayes

#### **Schedule**

Weekly, from 9/22/2014 to 6/5/2015

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

Lesson plans, Coach/Administrative observations



**Action Step 3** 5

Teachers will model finding textual evidence to support claims in a variety of texts using annotating/text coding

**Person Responsible**

Edith Hayes

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, Coach/Administrative observations

**Plan to Monitor Fidelity of Implementation of G4.B2.S2** 6

Teachers will provide explicit instruction on opinion/argument/support writing

**Person Responsible**

Melissa Metz

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, Coach/Administrative observations

**Plan to Monitor Effectiveness of Implementation of G4.B2.S2** 7

Increased number in proficiency on the 2015 Writing Florida Standards assessment (3rd-5th grade only) and increased proficiency on school-created writing assessments (1st and 2nd grade only)

**Person Responsible**

Melissa Metz

**Schedule**

On 6/5/2015

***Evidence of Completion***

Students achievement scores (3rd-5th grade) and student writing assessment scores (1st and 2nd grade)

**G5.** To increase the percentage of students scoring level 3 on the 2015 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2015 5th grade Science FCAT by 7%.

1

G040988

**G5.B3** Lack of students' prior knowledge and struggle with reading proficiency 2

B099428

**G5.B3.S1** Teachers will be providing resources for teacher training. 4

S110744

### Strategy Rationale

Teachers are in need of additional supports from the reading teachers to help in increasing students reading proficiency through Science.

### Action Step 1 5

Teachers will work in collaboration with the reading teachers (i.e. non-fiction texts) during common planning to develop a deeper understanding of science standards.

#### Person Responsible

Edith Hayes

#### Schedule

Quarterly, from 10/20/2014 to 6/5/2015

#### Evidence of Completion

CGA, rubrics, checklists

### Action Step 2 5

Lead science teacher will attend district training to develop better teaching strategies and turnkey that information to other Science teachers during common planning.

#### Person Responsible

Jennifer Kitchens

#### Schedule

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

#### Evidence of Completion

Certificates, presentations

**Plan to Monitor Fidelity of Implementation of G5.B3.S1** 6

Teachers will use CGA's, checklist, rubrics, interactive journals to assess student comprehension of content.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

Student test scores

**Plan to Monitor Effectiveness of Implementation of G5.B3.S1** 7

Student growth

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Increase of student test scores on CGA's and classroom-based assessments

**G5.B3.S2** Teachers will participate in vertical planning sessions. 4

S110745

**Strategy Rationale**

Vertical planning sessions help the lower grade learn what they can do to support Science.

**Action Step 1** 5

Teachers will have open discussions of standards as well as content lesson studies and data during Common Planning.

**Person Responsible**

Jennifer Kitchens

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Interactive journals, completed lesson studies

**Plan to Monitor Fidelity of Implementation of G5.B3.S2** 6

Lesson study and unpacking the science standards

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Vertical team/common planning minutes, lesson plans with essential questions, Interactive Journal entries, center activities

**Plan to Monitor Effectiveness of Implementation of G5.B3.S2** 7

Analyze student data

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Increase in test scores for CGA's and classroom-based assessments

**G5.B3.S3** Teachers will collaborate in curriculum training. 4

 S110746

**Strategy Rationale**

Understanding the curriculum and how to implement it is crucial to quality Science instruction.

**Action Step 1** 5

Teachers will attend district trainings for professional development with a focus on the Science Fair and Science Family Night.

**Person Responsible**

Jennifer Kitchens

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

Certificates of completion

**Plan to Monitor Fidelity of Implementation of G5.B3.S3** 6

Teachers will use CGAs, rubrics, interactive journals and checklists to assess student comprehension of science content.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

CGAs, rubrics, journals, checklists

**Plan to Monitor Effectiveness of Implementation of G5.B3.S3** 7

Teachers will participate in vertical planning

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

Meeting notes and agendas

**G6.** To reduce student behavior referrals (2 or more) that results in suspension by 15%. 1

G040989

**G6.B1** No home school connection 2

B099430

**G6.B1.S1** Parenting - helping families create home environments that encourage children to be successful in school. 4

S110748

**Strategy Rationale**

The home-school connection is critical in creating an environment in which student feel valued and safe. When student feel valued and safe, disruptive behavior decreases.

**Action Step 1** 5

Resources to utilize school counselor and parent liaison - Identify resources through a variety of agencies that will be able to provide assistance through the use of the Parental Involvement Center

**Person Responsible**

Christopher Nowell

**Schedule**

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

**Evidence of Completion**

student more engaged in learning, more parental involvement, less suspensions documented in Genesis

**Plan to Monitor Fidelity of Implementation of G6.B1.S1** 6

Engage the child and family in reviewing progress

**Person Responsible**

Debra Mackey

**Schedule**

Monthly, from 9/1/2014 to 6/5/2015

**Evidence of Completion**

Student learning should improve and parental involvement should increase as indicated on the parent attendance log in the Parental Involvement Center

**Plan to Monitor Effectiveness of Implementation of G6.B1.S1** 7

Determine if services received achieved positive outcomes and goals

**Person Responsible**

Debra Mackey


**Schedule**

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

**Evidence of Completion**

Student more engaged in learning. Parent concern about student progress. Teacher will notice a change in attitude toward learning. Increased parent participation through the Parental Involvement Center

**G6.B1.S2 Volunteering - recruiting and organizing parent volunteers (School)** 4

 S110749

**Strategy Rationale**

The home-school connection is critical in creating an environment in which student feel valued and safe. When student feel valued and safe, disruptive behavior decreases.

**Action Step 1** 5

Increase the number of volunteers at Crystal Springs Elementary.

**Person Responsible**

Christopher Nowell

**Schedule**

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

**Evidence of Completion**

Increase of volunteer hours on the mid-year and end-of-the year volunteer report.



**Plan to Monitor Fidelity of Implementation of G6.B1.S2** 6

Monitoring of daily Title I Parent Involvement Activity sign-in sheets and Volunteer logs

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Title I Parental Involvement sign-in sheets and Volunteer logs

**Plan to Monitor Effectiveness of Implementation of G6.B1.S2** 7

Increase parental involvement in school activities and volunteer opportunities

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

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

**Evidence of Completion**

Sign-in sheets and volunteer logs

**G6.B1.S3** Communicating - implementing effective ways to communicate with parents about a child's progress and general school information (newsletter, report cards, conferences) (Teacher). 4

 S110750

### Strategy Rationale

Communication is key in any situation. The school and home must maintain open lines of communication two-ways.

### Action Step 1 5

Develop school wide system to keep parents informed of events, such as: agendas, Parent Portal, newsletters, marquee, fliers on the front counter, website, etc.

#### Person Responsible

Melissa Metz

#### Schedule

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

#### Evidence of Completion

Filed samples of all communication to parents, pictures of the marquee, samples of all fliers, and school website

### Plan to Monitor Fidelity of Implementation of G6.B1.S3 6

Monitoring of the the school-wide plan

#### Person Responsible

Melissa Metz

#### Schedule

Quarterly, from 10/20/2014 to 6/5/2015

#### Evidence of Completion

Filed samples of all communication to parents, pictures of the marquee, samples of all fliers, and school website

**Plan to Monitor Effectiveness of Implementation of G6.B1.S3** 7

Increased participation in school-wide activities and events

**Person Responsible**

Debra Mackey

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

sign-in sheets for activities and events, volunteer logs

**G7.** To increase the scores of the students who are taking the Florida Alternate Assessment by having 60% of all the students taking the FAA to move up by at least one level or maintain a level 8 or 9 on all portions of the Florida Alternate Assessment. 1

G040990

**G7.B6** The test format is a major obstacle we face. The FAA has very long directions. Students have to be able to look at three choices and choose the best answer. This is difficult for our lower level students and for the students who have problems focusing. The FAA also uses very technical and precise vocabulary . 2

B099445

**G7.B6.S1** The directions on the FAA are word intensive. The test uses longer directions than students encounter in the classroom. During the FAA students lose focus by the time the teacher is finished reading the prompt and asks the question. In order to minimize this problem during the FAA, the teachers need to practice giving longer directions, that more closely match the type found on the state assessment during normal classroom instruction. For example, in class we might say, point to the cup. Whereas the FAA would say something like, " A cup is used for drinking, Show me a cup." 4

S110762

### Strategy Rationale

Lengthy, word intensive directions present a challenge for our students as many of them have auditory processing issues. Therefore our students need more experience in class with length directions.

### Action Step 1 5

Implement the use of longer directions into their instructions. Instead of find the quarter, the teachers will say. A quarter is a unit of money, Find me a quarter

#### Person Responsible

Leslie Townsend

#### Schedule

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

#### Evidence of Completion

Teacher assessments will include more complex directions.

### Action Step 2 5

Mini training for paraprofessionals on using longer directions during small group and one on one instruction

**Person Responsible**

Leslie Townsend

**Schedule**

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

***Evidence of Completion***

Grade level meeting notes

### Action Step 3 5

Implement the use of longer directions into instructional units

**Person Responsible**

Leslie Townsend

**Schedule**

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

***Evidence of Completion***

observation

### Plan to Monitor Fidelity of Implementation of G7.B6.S1 6

Make a checklist for teachers and paraprofessional to used to monitor the length of directions given in class.

**Person Responsible**

Sherri Johnson

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Lesson plans, classroom observations, checklist

**Plan to Monitor Effectiveness of Implementation of G7.B6.S1** 7

The teachers will observe student to determine if they are listening to and comprehending the longer .

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

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

**Evidence of Completion**

student observations, CGA Access Points and FAA data

**G7.B6.S2** Students need to be provided multiple opportunities to practice test taking skills. For example; students need to learn how to wait, look at all three choices and then select an answer choice. Some students must be taught to actually pick one of the choices given and not pick something that is not on the test. Students have to be taught how to choose an answer. 4

 S110763

**Strategy Rationale**

Test-taking skills are essential for any child. Our ESE students are no exception.

**Action Step 1** 5

Teachers will model and teach students to look at all three choices before making a selection

**Person Responsible**

Leslie Townsend

**Schedule**

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

**Evidence of Completion**

Lesson Plans

### Action Step 2 5

Teachers will remind, and prompt (verbal and physical) students to look at all the choices before making a selection

**Person Responsible**

Leslie Townsend

**Schedule**

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

***Evidence of Completion***

Observation during ULS pre and post test

### Action Step 3 5

Look at all three choices before making a selection

**Person Responsible**

Leslie Townsend

**Schedule**

Semiannually, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

Observations during ULS pre and post test

### Plan to Monitor Fidelity of Implementation of G7.B6.S2 6

Teachers will each teach lessons on looking at all three choices before selecting an answer.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

lesson plans

**Plan to Monitor Effectiveness of Implementation of G7.B6.S2** 7

Classroom observation and increased student achievement on CGA Access Point, USL, and FAA

**Person Responsible**

Chiquita Maxwell Rivers


**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**Evidence of Completion**

observation and student data

**G7.B6.S3** The vocabulary on the test is precise. Students need to be taught test vocabulary. The test may use media center, whereas we say the library or the test might ask for the greater number and students have only used the term the bigger number. 4

 S110764

**Strategy Rationale**

Students who understand the testing vocabulary ultimately perform better on the test.

**Action Step 1** 5

The teachers will use more precise vocabulary when teaching

**Person Responsible**

Leslie Townsend

**Schedule**

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

**Evidence of Completion**

Lesson plans and observations



**Action Step 2** 5

The teachers will increase teaching of vocabulary especially terms like antonym, synonym media center, perimeter, greater than, less than, etc.

**Person Responsible**

Leslie Townsend

**Schedule**

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

***Evidence of Completion***

Lesson plans and observations

**Plan to Monitor Fidelity of Implementation of G7.B6.S3** 6

Teachers will increase the use of precise and technical vocabulary into the lesson plan

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

***Evidence of Completion***

lesson plans, observations

**Plan to Monitor Effectiveness of Implementation of G7.B6.S3** 7

The teachers will use appropriate test/folders/projects to determine level of comprehension of vocabulary

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

tests, folders, projects

**G8.** To increase the percentage of students at the proficiency level on the 2015 Mathematics Florida Standards Assessments by 10% or more at each grade level in comparison to previous FCAT 2.0 proficiency data. 1

G040991

**G8.B1** Teachers' lack of rigorous targeted mathematics instruction and engaging lesson planning. 2

B099446

**G8.B1.S1** Conducting common planning/vertical planning/data analysis of quarterly Curriculum Guide Assessments. 4

S110765

### Strategy Rationale

Common planning is designed for teachers to share creative ideas that will capture the rigor and engagement in effective lessons.

### Action Step 1 5

Common Planning- The Math Coach will facilitate 45 minutes of common planning each week.

#### Person Responsible

Kimberly Tomlinson

#### Schedule

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

#### Evidence of Completion

-Agendas -Minutes -Lesson Plans

### Action Step 2 5

Vertical Planning- The Math Coach will facilitate quarterly vertical grade level planning.

#### Person Responsible

Kimberly Tomlinson

#### Schedule

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

#### Evidence of Completion

-Agendas -Minutes

**Action Step 3** 5

Planning of lessons that meet complexity levels of data specific content area(s).

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans -Coaching Cycle

**Plan to Monitor Fidelity of Implementation of G8.B1.S1** 6

Agendas set ahead of time and minutes from common planning and vertical planning will be debriefed weekly with administration. The Math Coach will facilitate planning as well as provide support through the DCPS Coaching Cycle. Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Agendas -Minutes -Quarterly Data

**Plan to Monitor Effectiveness of Implementation of G8.B1.S1** 7

Math coach will plan lessons with teachers during common planning and quarterly data chats. Administrators will monitor lesson plans.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

-Curriculum Guide Assessments -2015 Florida Standards Assessment -iReady Baseline and Post Results

**G8.B1.S2** Utilize higher order questioning daily within instruction. 4

 S110766

**Strategy Rationale**

Using appropriate cognitive level questioning promotes understanding and challenges critical thinking.

**Action Step 1** 5

Utilization of higher order questioning in lessons, journaling, and individual assignments. Routinely ask “How”, “Why?”, and “How do you know? Explain”

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans -Journals -Coaching Cycle

**Action Step 2** 5

Create a shared bank of higher order thinking questions to be used in lessons and journaling.

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans -Journals -Actual Bank

**Action Step 3** 5

Provide opportunities to respond to the lesson's essential question each day.

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

***Evidence of Completion***

-Lesson Plans -Journals

**Plan to Monitor Fidelity of Implementation of G8.B1.S2** 6

Formal/informal observations, lesson plans, and journals will be used to determine utilization of teacher created higher order thinking questions.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

-Formal/Informal Observations -Lesson Plans -Journals

**Plan to Monitor Effectiveness of Implementation of G8.B1.S2** 7

Higher thinking questions from teacher created bank will be used in journal responses.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

***Evidence of Completion***

-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data

**G8.B1.S3** Utilizing Gradual Release teaching model to promote student self-direction/ownership. 4

S110767

### Strategy Rationale

Students are expected to take ownership of their learning and to be able to properly prove their work. Releasing this responsibility to the student helps motivate higher learning.

### Action Step 1 5

Use of explicit instruction in lessons by sharing/showing a strategy(ies) and by emphasizing content vocabulary. Students will be given time to work and practice explaining grade level problems.

#### Person Responsible

Kimberly Tomlinson

#### Schedule

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

#### Evidence of Completion

-Lesson Plans -Informal Observations -Anchor Charts -Graphic Organizers -Journals

### Action Step 2 5

Differentiating center activities by analyzing assessment data and creating activities that reflect assessment weaknesses.

#### Person Responsible

Kimberly Tomlinson

#### Schedule

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

#### Evidence of Completion

-Lesson Plans -Informal Observations

**Action Step 3** 5

Integrating technology in lessons and centers. (i.e. computers, smartboards)

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans -Informal Observations

**Plan to Monitor Fidelity of Implementation of G8.B1.S3** 6

Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations.

Teachers will use explicit instruction with an emphasis on vocabulary daily.

Teachers will Integrate Technology daily.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

Formal/Informal Observations Lesson Plans Journals

**Plan to Monitor Effectiveness of Implementation of G8.B1.S3** 7

Evidence of teachers modeling the Gradual Release Model will be visible in the classroom via Lesson plans, Classroom walk-throughs, and Formal/informal observations.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data

**G8.B1.S4 Scaffold the level of complexity of student tasks. 4**

S110768

**Strategy Rationale**

Teachers will differentiate instruction using formative data and then provide tasks designed to build on the students' prior knowledge.

**Action Step 1 5**

Differentiating instruction by utilizing assessment data, exit tickets, journaling

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans

**Action Step 2 5**

Students generate own strategy charts.

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Anchor Charts

**Action Step 3 5**

Differentiating home learning by utilizing assessment data, exit tickets, and journaling.

**Person Responsible**

Kimberly Tomlinson

**Schedule**

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

**Evidence of Completion**

-Lesson Plans



**Plan to Monitor Fidelity of Implementation of G8.B1.S4 6**

Student generated anchor charts will be examined for understanding. Differentiated lessons/ interventions/activities/centers will be reviewed for complexity levels. Lessons/Activities with will be reviewed for higher complexity levels. Students will generate anchor charts daily.

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

-Formal/informal observations -Anchor charts -Lessons/Activities

**Plan to Monitor Effectiveness of Implementation of G8.B1.S4 7**

Student generated anchor charts, center rotations, and activities will be directly linked to data findings.

- Data chats
- Classroom walk-throughs
- Centers/activities
- Anchor charts

**Person Responsible**

Chiquita Maxwell Rivers

**Schedule**

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

**Evidence of Completion**

-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	School personnel will check doors at various times throughout the day to make sure they are locked and closed.	Maxwell Rivers, Chiquita	8/18/2014	Doors will remain closed and all visitors to the campus will be directed to the main office.	6/5/2015 daily
G1.B3.S2.A1	Use color-coded visitors passes for all visitors to the campus. Rotate the passes daily so that badges can not be reused.	Smith, Pamela	8/18/2014	All visitors will wear current badge and sign into visitor log.	6/5/2015 daily

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
*Crystal Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S4.A1	Provide professional development on safety procedures, school safety plan and Second Step bullying lessons.	Maxwell Rivers, Chiquita	8/18/2014	Foundations team will create a school safety plan, visitors log, and teacher lesson plans the include Second Step.	6/5/2015 annually
G2.B1.S1.A1	Apply the rules of the Code of Student Book and be consistent by sending letters to parents, focusing on "Code of Conduct," content on tardiness and absences.	Mackey, Debra	8/18/2014	Excessive absence and tardiness data that has been compiled, parent letters	6/5/2015 biweekly
G2.B2.S1.A1	Counseling - arrange for parent/ guardian or student assistance if needed Activities - Continue Breakfast in the Classroom to enhance timely arrival to school	Watson, Nicarren	8/18/2014	Student tardiness has decreased significantly or stopped completely.	6/5/2015 daily
G5.B3.S1.A1	Teachers will work in collaboration with the reading teachers (i.e. non-fiction texts) during common planning to develop a deeper understanding of science standards.	Hayes, Edith	10/20/2014	CGA, rubrics, checklists	6/5/2015 quarterly
G5.B3.S2.A1	Teachers will have open discussions of standards as well as content lesson studies and data during Common Planning.	Kitchens, Jennifer	10/20/2014	Interactive journals, completed lesson studies	6/5/2015 quarterly
G5.B3.S3.A1	Teachers will attend district trainings for professional development with a focus on the Science Fai and Science Family Night.	Kitchens, Jennifer	10/20/2014	Certificates of completion	6/5/2015 quarterly
G6.B1.S1.A1	Resources to utilize school counselor and parent liaison - Identify resources through a variety of agencies that will be able to provide assistance through the use of the Parental Involvement Center	Nowell, Christopher	8/18/2014	student more engaged in learning, more parental involvement, less suspensions documented in Genesis	6/5/2015 daily
G6.B1.S2.A1	Increase the number of volunteers at Crystal Springs Elementary.	Nowell, Christopher	8/18/2014	Increase of volunteer hours on the mid-year and end-of-the year volunteer report.	6/5/2015 semiannually
G6.B1.S3.A1	Develop school wide system to keep parents informed of events, such as: agendas, Parent Portal, newsletters, marquee, fliers on the front counter, website, etc.	Metz, Melissa	8/18/2014	Filed samples of all communication to parents, pictures of the marquee, samples of all fliers, and school website	6/5/2015 daily
G7.B6.S1.A1	Implement the use of longer directions into their instructions. Instead of find the quarter, the teachers will say. A quarter is a unit of money, Find me a quarter	Townsend, Leslie	8/18/2014	Teacher assessments will include more complex directions.	6/5/2015 daily
G7.B6.S2.A1	Teachers will model and teach students to look at all three choices before making a selections	Townsend, Leslie	8/18/2014	Lesson Plans	6/5/2015 daily
G7.B6.S3.A1	The teachers will use more precise vocabulary when teaching	Townsend, Leslie	8/18/2014	Lesson plans and observations	6/5/2015 daily
G8.B1.S1.A1	Common Planning- The Math Coach will facilitate 45 minutes of common planning each week.	Tomlinson, Kimberly	8/18/2014	-Agendas -Minutes -Lesson Plans	6/5/2015 weekly
G8.B1.S2.A1	Utilization of higher order questioning in lessons, journaling, and individual assignments. Routinely ask "How", "Why?", and "How do you know? Explain"	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Journals -Coaching Cycle	6/5/2015 daily
G8.B1.S3.A1	Use of explicit instruction in lessons by sharing/showing a strategy(ies) and by emphasizing content vocabulary. Students will be given time to work and	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Informal Observations - Anchor Charts -Graphic Organizers - Journals	6/5/2015 daily

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
*Crystal Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	practice explaining grade level problems.				
G8.B1.S4.A1	Differentiating instruction by utilizing assessment data, exit tickets, journaling	Tomlinson, Kimberly	8/18/2014	-Lesson Plans	6/5/2015 daily
G3.B3.S1.A1	Update and maintain organized word walls and lead word wall activities during lessons	Hayes, Edith	8/18/2014	Use of vocabulary in response to literature and short and/or extended responses to comprehension questions	6/5/2015 weekly
G3.B3.S2.A1	Model the use of new vocabulary in all academic areas	Hayes, Edith	8/18/2014	Words walls, interactive journal entries, short/extended responses	6/5/2015 daily
G4.B2.S1.A1	Teachers will model the use of appropriate graphic organizers	Hayes, Edith	9/22/2014	Lesson plans, Coach/Administrative observations	6/5/2015 weekly
G4.B2.S2.A1	English/Language Arts teachers on all grade-levels will receive training on best practice for opinion/argument/support writing instruction	Hayes, Edith	9/22/2014	Common planning agendas, professional development agendas, sign-in sheets, handouts, presentations	6/5/2015 weekly
G5.B3.S1.A2	Lead science teacher will attend district training to develop better teaching strategies and turnkey that information to other Science teachers during common planning.	Kitchens, Jennifer	8/18/2014	Certificates, presentations	6/5/2015 monthly
G7.B6.S1.A2	Mini training for paraprofessionals on using longer directions during small group and one on one instruction	Townsend, Leslie	8/18/2014	Grade level meeting notes	6/5/2015 annually
G7.B6.S2.A2	Teachers will remind, and prompt (verbal and physical) students to look at all the choices before making a selection	Townsend, Leslie	8/18/2014	Observation during ULS pre and post test	6/5/2015 semiannually
G7.B6.S3.A2	The teachers will increase teaching of vocabulary especially terms like antonym, synonym media center, perimeter, greater than, less than, etc.	Townsend, Leslie	8/18/2014	Lesson plans and observations	6/5/2015 daily
G8.B1.S1.A2	Vertical Planning- The Math Coach will facilitate quarterly vertical grade level planning.	Tomlinson, Kimberly	8/18/2014	-Agendas -Minutes	6/5/2015 quarterly
G8.B1.S2.A2	Create a shared bank of higher order thinking questions to be used in lessons and journaling.	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Journals -Actual Bank	6/5/2015 monthly
G8.B1.S3.A2	Differentiating center activities by analyzing assessment data and creating activities that reflect assessment weaknesses.	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Informal Observations	6/5/2015 daily
G8.B1.S4.A2	Students generate own strategy charts.	Tomlinson, Kimberly	8/18/2014	-Anchor Charts	6/5/2015 daily
G3.B3.S1.A2	Integrate vocabulary-rich fiction and informational texts into lessons	Hayes, Edith	8/18/2014	Lesson plans, fiction and informational texts used for instruction, use of new vocabulary in interactive journals entries, and during accountable student conversations	6/5/2015 daily
G3.B3.S2.A2	Spotlight students using new vocabulary	Hayes, Edith	8/18/2014	Interactive journal entries and short/extended responses	6/5/2015 quarterly
G4.B2.S1.A2	Teachers will provide explicit instruction on opinion/argument/support academic vocabulary	Hayes, Edith	9/22/2014	Lesson plans, Coach/Administrative observations	6/5/2015 weekly
G4.B2.S2.A2	Teachers will model the use of appropriate graphic organizers	Hayes, Edith	9/22/2014	Lesson plans, Coach/Administrative observations	6/5/2015 weekly
G7.B6.S1.A3	Implement the use of longer directions into instructional units	Townsend, Leslie	8/18/2014	observation	6/5/2015 daily
G7.B6.S2.A3	Look at all three choices before making a selection	Townsend, Leslie	10/20/2014	Observations during ULS pre and post test	6/5/2015 semiannually

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
*Crystal Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G8.B1.S1.A3	Planning of lessons that meet complexity levels of data specific content area(s).	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Coaching Cycle	6/5/2015 weekly
G8.B1.S2.A3	Provide opportunities to respond to the lesson's essential question each day.	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Journals	6/5/2015 daily
G8.B1.S3.A3	Integrating technology in lessons and centers. (i.e. computers, smartboards)	Tomlinson, Kimberly	8/18/2014	-Lesson Plans -Informal Observations	6/5/2015 daily
G8.B1.S4.A3	Differentiating home learning by utilizing assessment data, exit tickets, and journaling.	Tomlinson, Kimberly	8/18/2014	-Lesson Plans	6/5/2015 daily
G3.B3.S1.A3	Implement the use of graphic organizers into vocabulary instruction (i.e. word families, word trees, affixes/ roots, etc.)	Hayes, Edith	8/18/2014	Completed graphic organizers, evidence of new vocabulary in writing and accountable student conversation	6/5/2015 weekly
G4.B2.S2.A3	Teachers will model finding textual evidence to support claims in a variety of texts using annotating/text coding	Hayes, Edith	9/22/2014	Lesson plans, Coach/Administrative observations	6/5/2015 weekly
G3.B3.S1.A4	Explicit instruction in affixes and roots (i.e. Greek, Latin, etc.)	Hayes, Edith	9/22/2014	Student work sample on affixes and roots, lesson plans	9/22/2014 weekly
G1.MA1	Parent and Staff Surveys	Maxwell Rivers, Chiquita	8/18/2014	Visitor logs, Early Dismissal Agendas, Visitors Log	6/5/2015 annually
G1.B3.S1.MA1	Administration and office staff will monitor doors throughout the day.	Maxwell Rivers, Chiquita	8/18/2014	All outside doors will be locked and closed.	6/5/2015 daily
G1.B3.S1.MA1	Administration, custodians, and the Parent Liaison will check outside doors randomly throughout the day.	Maxwell Rivers, Chiquita	8/18/2014	All outside doors will be locked and secure during each check.	6/5/2015 daily
G1.B3.S2.MA1	All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.	Maxwell Rivers, Chiquita	8/18/2014	Visitor's Log	6/5/2015 daily
G1.B3.S2.MA1	All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.	Maxwell Rivers, Chiquita	8/18/2014	Visitors log	6/5/2015 daily
G1.B3.S4.MA1	All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.	Smith, Pamela	8/18/2014	Visitor logs, Early Dismissal Agendas, Visitors Log,	6/5/2015 daily
G1.B3.S4.MA1	All staff members will monitor visitors for passes and redirect any person without proper identification to the main office.	Smith, Pamela	8/18/2014	Visitor logs, Early Dismissal Agendas, Visitors Log,	6/5/2015 daily
G2.MA1	The generated list of students with excessive absences and tardiness will be monitored and parents will be contacted as infractions occur.	Watson, Nicarren	10/20/2014	Reduction of absences and tardiness on monitored listing for students with excessive tardiness and absences	6/5/2015 quarterly
G2.B1.S1.MA1	Reduction of absences and tardiness	Mackey, Debra	8/18/2014	The generated list of students with excessive absences and tardiness, along with parent contact log	6/5/2015 quarterly
G2.B1.S1.MA1	Compile names of students with excessive absences and tardiness. The form will address dates of the infraction, contact with the parent and their responses.	Mackey, Debra	8/18/2014	Generated data collected bi-weekly of students with excessive tardiness and absences	6/5/2015 biweekly
G2.B2.S1.MA1	Rewards - such as a teacher-student ice cream each grading period social for those with on-time record, Clubs - Sunshine club with breakfast (monthly) for those with on-time record, Awards - for on-time behavior with posters, stickers, certificates and/or prizes.	Mackey, Debra	10/20/2014	CRT operator and tracking record	6/5/2015 quarterly

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Public acknowledgement for those students with the highest attendance rates and no early picks-up- School Wide Early Morning Show				
G2.B2.S1.MA1	Contact parents, share with them that their child needs to be more closely monitored as they walked to school, and offer suggestions, such as: walk with their child to school to time them, make adjustments to the time they leave from home, or find other ways for student to school.	Mackey, Debra	8/18/2014	Decline of tardiness	6/5/2015 biweekly
G3.MA1	Curriculum Guide Assessment data and classroom observations	Maxwell Rivers, Chiquita	9/22/2014	An increase in students' usage of rich vocabulary during accountable talk and an increase in proficiency on the standards pertaining to vocabulary	6/5/2015 quarterly
G3.B3.S1.MA1	Teacher and district-created assessments (reteach as needed based on data)	Metz, Melissa	8/18/2014	Student test scores, students writing samples, and student data conversations	6/5/2015 quarterly
G3.B3.S1.MA1	Monitor the integration of explicit vocabulary into daily instruction in all academic areas	Metz, Melissa	10/20/2014	Lesson plans, administrative observations	6/5/2015 quarterly
G3.B3.S2.MA1	Students will engage in vocabulary-rich conversations during all interaction	Metz, Melissa	8/18/2014	Reading Coach, teacher, and administrative observations, accountable student conversations	6/5/2015 weekly
G3.B3.S2.MA1	Model vocabulary usage in daily classroom instruction in all academic areas	Metz, Melissa	9/22/2014	Reading Coach/Administrative Observations	6/5/2015 quarterly
G4.MA1	Use state aligned rubrics to assess school-created writing assessments (1st-3rd grade only) and state rubrics to assess district-created writing assessments (4th-5th grade only)	Maxwell Rivers, Chiquita	10/15/2014	Quality rubrics aligned to the state's scoring rubric, student writing, data collected	6/5/2015 semiannually
G4.B2.S1.MA1	Students will use textual evidence to support claims in both oral responses and writing as evidenced by writing assessments.	Metz, Melissa	10/20/2014	Coach/Teacher observation, student work samples	6/5/2015 quarterly
G4.B2.S1.MA1	Teachers will provide explicit instruction on the use of textual evidence to support claims in both oral conversation and writing	Metz, Melissa	10/20/2014	Lesson plans, Coach/Administrative observations	6/5/2015 quarterly
G4.B2.S2.MA1	Increased number in proficiency on the 2015 Writing Florida Standards assessment (3rd-5th grade only) and increased proficiency on school-created writing assessments (1st and 2nd grade only)	Metz, Melissa	6/5/2015	Students achievement scores (3rd-5th grade) and student writing assessment scores (1st and 2nd grade)	6/5/2015 one-time
G4.B2.S2.MA1	Teachers will provide explicit instruction on opinion/argument/support writing	Metz, Melissa	10/20/2014	Lesson plans, Coach/Administrative observations	6/5/2015 quarterly
G5.MA1	Students will demonstrate growth in their ability to use critical thinking when answering higher-order questions in interactive journals, teacher assessments, and CGA's.	Maxwell Rivers, Chiquita	10/20/2014	Interactive journals, lesson plans, CGA scores and grades	6/5/2015 quarterly
G5.B3.S1.MA1	Student growth	Maxwell Rivers, Chiquita	10/20/2014	Increase of student test scores on CGA's and classroom-based assessments	6/5/2015 quarterly
G5.B3.S1.MA1	Teachers will use CGA's, checklist, rubrics, interactive journals to assess student comprehension of content.	Maxwell Rivers, Chiquita	8/18/2014	Student test scores	6/5/2015 weekly
G5.B3.S2.MA1	Analyze student data	Maxwell Rivers, Chiquita	10/20/2014	Increase in test scores for CGA's and classroom-based assessments	6/5/2015 quarterly

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
*Crystal Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B3.S2.MA1	Lesson study and unpacking the science standards	Maxwell Rivers, Chiquita	10/20/2014	Vertical team/common planning minutes, lesson plans with essential questions, Interactive Journal entries, center activities	6/5/2015 quarterly
G5.B3.S3.MA1	Teachers will participate in vertical planning	Maxwell Rivers, Chiquita	8/18/2014	Meeting notes and agendas	6/5/2015 semiannually
G5.B3.S3.MA1	Teachers will use CGAs, rubrics, interactive journals and checklists to assess student comprehension of science content.	Maxwell Rivers, Chiquita	10/20/2014	CGAs, rubrics, journals, checklists	6/5/2015 quarterly
G6.MA1	GENESIS program, teacher observation	Watson, Nicarren	6/5/2015	A decline in behavior referrals with students (2 or more referrals)	6/5/2015 one-time
G6.B1.S1.MA1	Determine if services received achieved positive outcomes and goals	Mackey, Debra	8/18/2014	Student more engaged in learning. Parent concern about student progress. Teacher will notice a change in attitude toward learning. Increased parent participation through the Parental Involvement Center	6/5/2015 monthly
G6.B1.S1.MA1	Engage the child and family in reviewing progress	Mackey, Debra	9/1/2014	Student learning should improve and parental involvement should increase as indicated on the parent attendance log in the Parental Involvement Center	6/5/2015 monthly
G6.B1.S2.MA1	Increase parental involvement in school activities and volunteer opportunities	Maxwell Rivers, Chiquita	8/18/2014	Sign-in sheets and volunteer logs	6/5/2015 quarterly
G6.B1.S2.MA1	Monitoring of daily Title I Parent Involvement Activity sign-in sheets and Volunteer logs	Maxwell Rivers, Chiquita	8/18/2014	Title I Parental Involvement sign-in sheets and Volunteer logs	6/5/2015 daily
G6.B1.S3.MA1	Increased participation in school-wide activities and events	Mackey, Debra	10/20/2014	sign-in sheets for activities and events, volunteer logs	6/5/2015 quarterly
G6.B1.S3.MA1	Monitoring of the the school-wide plan	Metz, Melissa	10/20/2014	Filed samples of all communication to parents, pictures of the marquee, samples of all fliers, and school website	6/5/2015 quarterly
G7.MA1	Teachers will observe students as they take the USL pre/post test, and the Curriculum Guide assessment test in Sept. to determine if they are listening to all direction, looking all choices before making a selection and understanding the vocabulary on the test.	Townsend, Leslie	8/18/2014	Checklist	6/5/2015 semiannually
G7.B6.S1.MA1	The teachers will observe student to determine if they are listening to and comprehending the longer .	Maxwell Rivers, Chiquita	8/18/2014	student observations, CGA Access Points and FAA data	6/5/2015 quarterly
G7.B6.S1.MA1	Make a checklist for teachers and paraprofessional to used to monitor the length of directions given in class.	Johnson, Sherri	10/20/2014	Lesson plans, classroom observations, checklist	6/5/2015 quarterly
G7.B6.S2.MA1	Classroom observation and increased student achievement on CGA Access Point, USL, and FAA	Maxwell Rivers, Chiquita	10/20/2014	observation and student data	6/5/2015 quarterly
G7.B6.S2.MA1	Teachers will each teach lessons on looking at all three choices before selecting an answer.	Maxwell Rivers, Chiquita	10/20/2014	lesson plans	6/5/2015 quarterly
G7.B6.S3.MA1	The teachers will use appropriate test/ folders/projects to determine level of comprehension of vocabulary	Maxwell Rivers, Chiquita	8/18/2014	tests, folders, projects	6/5/2015 daily
G7.B6.S3.MA1	Teachers will increase the use of precise and technical vocabulary into the lesson plan	Maxwell Rivers, Chiquita	10/20/2014	lesson plans, observations	6/5/2015 quarterly
G8.MA1	Curriculum Guide Assessments (baseline and post) will be administered to students in all grade levels.	Maxwell Rivers, Chiquita	8/18/2014	-Quarterly scores will increase compared to their correlated baseline scores. -Increase of 10% in student	6/5/2015 quarterly

**Duval - 2261 - Crystal Springs Elem. School - 2014-15 SIP**  
*Crystal Springs Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Curriculum Guide Quarterly Assessments will be given to students in grades 1-5. The quarterly assessment scores will be analyzed and compared to the correlating baseline scores of each standard to determine rigorous success and areas for reteaching and small group instruction and to ensure the same success on the Spring 2015 Florida Standards Assessment. Monitoring of Quarterly Curriculum Guide Assessments will help to ensure growth. Also, we will analyze previous years Math FCAT 2.0 data to see if any trends or consistent weaknesses need to be addressed.			proficiency for each grade level in Mathematics on Spring 2015 Florida Standards Assessment -Increase the percentage of students above the proficiency level on the Spring 2015 Florida Standards Assessment by 5%	
G8.B1.S1.MA1	Math coach will plan lessons with teachers during common planning and quarterly data chats. Administrators will monitor lesson plans.	Maxwell Rivers, Chiquita	8/18/2014	-Curriculum Guide Assessments -2015 Florida Standards Assessment -iReady Baseline and Post Results	6/5/2015 weekly
G8.B1.S1.MA1	Agendas set ahead of time and minutes from common planning and vertical planning will be debriefed weekly with administration. The Math Coach will facilitate planning as well as provide support through the DCPS Coaching Cycle. Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations.	Maxwell Rivers, Chiquita	8/18/2014	Agendas -Minutes -Quarterly Data	6/5/2015 weekly
G8.B1.S2.MA1	Higher thinking questions from teacher created bank will be used in journal responses.	Maxwell Rivers, Chiquita	8/18/2014	-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data	6/5/2015 daily
G8.B1.S2.MA1	Formal/informal observations, lesson plans, and journals will be used to determine utilization of teacher created higher order thinking questions.	Maxwell Rivers, Chiquita	8/18/2014	-Formal/Informal Observations -Lesson Plans -Journals	6/5/2015 daily
G8.B1.S3.MA1	Evidence of teachers modeling the Gradual Release Model will be visible in the classroom via Lesson plans, Classroom walk-throughs, and Formal/informal observations.	Maxwell Rivers, Chiquita	8/18/2014	-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data	6/5/2015 daily
G8.B1.S3.MA1	Administration will review teacher's lesson plans for implementation of the Gradual Release Model and conduct formal/informal observations. Teachers will use explicit instruction with an emphasis on vocabulary daily. Teachers will Integrate Technology daily.	Maxwell Rivers, Chiquita	8/18/2014	Formal/Informal Observations Lesson Plans Journals	6/5/2015 daily
G8.B1.S4.MA1	Student generated anchor charts, center rotations, and activities will be directly linked to data findings. -Data chats -Classroom walk-throughs -Centers/activities -Anchor charts	Maxwell Rivers, Chiquita	8/18/2014	-Curriculum Guide Assessments - 2015 Florida Standards Assessment -iReady Data	6/5/2015 quarterly
G8.B1.S4.MA1	Student generated anchor charts will be examined for understanding. Differentiated lessons/interventions/ activities/centers will be reviewed for complexity levels. Lessons/Activities with will be reviewed for higher	Maxwell Rivers, Chiquita	8/18/2014	-Formal/informal observations -Anchor charts -Lessons/Activities	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	complexity levels. Students will generate anchor charts daily.				

## 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.** Increase the percentage of students, teachers, and staff that feel safe at school from 80% to 85%.

**G1.B3** Visitors not following school procedures

**G1.B3.S4** Provide staff training on safety procedures throughout the school year.

### PD Opportunity 1

Provide professional development on safety procedures, school safety plan and Second Step bullying lessons.

#### Facilitator

Administrators and guidance counselor.

#### Participants

All Staff

#### Schedule

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

**G3.** To increase the percentage of proficiency on the 2015 English/Language Arts Florida Standards Assessment by 10% or more at each grade level. To increase the percentage of students scoring above proficiency by at least 5% at each grade level.

**G3.B3** Language Development (Vocabulary)

**G3.B3.S1** Students will receive explicit vocabulary instruction in all academic areas.

### PD Opportunity 1

Integrate vocabulary-rich fiction and informational texts into lessons

#### Facilitator

Reading Coach/District Specialist

#### Participants

English/Language Arts teachers

#### Schedule

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

## **PD Opportunity 2**

Explicit instruction in affixes and roots (i.e. Greek, Latin, etc.)

### **Facilitator**

Reading Coach

### **Participants**

English/Language Arts teachers

### **Schedule**

Weekly, from 9/22/2014 to 9/22/2014

**G3.B3.S2** Students will have opportunities to use new vocabulary in real-life settings.

## **PD Opportunity 1**

Model the use of new vocabulary in all academic areas

### **Facilitator**

Reading Coach/District Specialist

### **Participants**

Classroom teachers

### **Schedule**

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

**G4.** To Increase the number of students scoring proficient or above on the 2015 Writing Florida Standards Assessment by 15% through integration of writing in all subject areas daily.

**G4.B2** Some students lack the ability to use textual evidence to support claims

**G4.B2.S2** Teachers will provide explicit instruction on opinion/argument/support writing.

**PD Opportunity 1**

English/Language Arts teachers on all grade-levels will receive training on best practice for opinion/argument/support writing instruction

**Facilitator**

Reading Coach and District Specialist

**Participants**

English Language Arts teachers (K-5)

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**PD Opportunity 2**

Teachers will model finding textual evidence to support claims in a variety of texts using annotating/text coding

**Facilitator**

Reading Coach and District Specialist

**Participants**

English Language Arts teachers (K-5)

**Schedule**

Weekly, from 9/22/2014 to 6/5/2015

**G5.** To increase the percentage of students scoring level 3 on the 2015 5th grade Science FCAT by 6%. To increase the percentage of students scoring a level 4 or higher on the 2015 5th grade Science FCAT by 7%.

**G5.B3** Lack of students' prior knowledge and struggle with reading proficiency

**G5.B3.S1** Teachers will be providing resources for teacher training.

**PD Opportunity 1**

Teachers will work in collaboration with the reading teachers (i.e. non-fiction texts) during common planning to develop a deeper understanding of science standards.

**Facilitator**

Coaches, science teachers, and administrators

**Participants**

Teachers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**PD Opportunity 2**

Lead science teacher will attend district training to develop better teaching strategies and turnkey that information to other Science teachers during common planning.

**Facilitator**

District science specialists

**Participants**

Lead science teacher

**Schedule**

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

**G5.B3.S2** Teachers will participate in vertical planning sessions.

**PD Opportunity 1**

Teachers will have open discussions of standards as well as content lesson studies and data during Common Planning.

**Facilitator**

Science teachers and coach

**Participants**

teachers, coach

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**G5.B3.S3** Teachers will collaborate in curriculum training.

**PD Opportunity 1**

Teachers will attend district trainings for professional development with a focus on the Science Fair and Science Family Night.

**Facilitator**

Science specialists

**Participants**

science teachers

**Schedule**

Quarterly, from 10/20/2014 to 6/5/2015

**G6.** To reduce student behavior referrals (2 or more) that results in suspension by 15%.

**G6.B1** No home school connection

**G6.B1.S2** Volunteering - recruiting and organizing parent volunteers (School)

**PD Opportunity 1**

Increase the number of volunteers at Crystal Springs Elementary.

**Facilitator**

Administrators

**Participants**

parents

**Schedule**

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

**G8.** To increase the percentage of students at the proficiency level on the 2015 Mathematics Florida Standards Assessments by 10% or more at at each grade level in comparison to previous FCAT 2.0 proficiency data.

**G8.B1** Teachers' lack of rigorous targeted mathematics instruction and engaging lesson planning.

**G8.B1.S1** Conducting common planning/vertical planning/data analysis of quarterly Curriculum Guide Assessments.

**PD Opportunity 1**

Vertical Planning- The Math Coach will facilitate quarterly vertical grade level planning.

**Facilitator**

Kimberly Tomlinson- Math Coach

**Participants**

Math Teacher Grades K-5

**Schedule**

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

**G8.B1.S3** Utilizing Gradual Release teaching model to promote student self-direction/ownership.

**PD Opportunity 1**

Use of explicit instruction in lessons by sharing/showing a strategy(ies) and by emphasizing content vocabulary. Students will be given time to work and practice explaining grade level problems.

**Facilitator**

Math Coach

**Participants**

Classroom Teachers

**Schedule**

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

## Technical Assistance Items

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



## Budget Rollup

Summary	
Description	Total
Grand Total	0