

Crystal Lakes Elementary School



2014-15 School Improvement Plan

Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

www.edline.net/pages/crystal_lakes_elementaryschool

School Demographics

School Type

Elementary

Title I

No

Free/Reduced Price Lunch

47%

Alternative/ESE Center

No

Charter School

No

Minority

37%

School Grades History

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

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Crystal Lakes Community Elementary School unites staff, parents, and community to create a child-centered environment of lifelong learners where all students achieve.

Provide the school's vision statement

Our vision at Crystal Lakes Elementary School consists of developing the whole child. Through collaboration with the students, staff, parents and community, we will strive to mold each child, regardless of background, into a lifelong learner and responsible citizen.

School Environment

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

We believe that relationship-building is a clear priority. The school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) are involved in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making). On-campus "relationship experts" implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. All staff begins with the 10 day plan. The first ten days can be very important for establishing the tone for the entire school community. This is when we begin to build a community rather than just individual classrooms. This common ground unites us in our effort to achieve our goal. This plan will assist with the development of expected social skills, build character, as well as help us continue to meet the needs of students. We introduce the "Bobcat Way"- the school-wide positive behavior support system (Sw-PBS) that teaches the children our expectations while focusing on the 6 pillars of Character education.

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

Universal Guidelines and our behavior matrix are taught twice a year to ensure students are aware of school expectations.

Our teachers are trained in Classroom management strategies (CHAMPS, etc.)

Our Sw-PBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Day five of our 10 day plan focuses on community building and guidelines against bullying.

Resources for websites and activities are used to help review ways to stay bully free. We teach the "I Care" language, Conflict Resolution, and Fighting Fair. The students complete activities and role play different scenarios acting out, "What would you do next?"

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

We teach/review CHAMPS and the Bobcat Way. We discuss why we have rules. Review the I-Care Rules (K-2) or Rules for Fighting Fair/Peace Rules (Gr. 3-5). We discuss what resolving conflict looks like in your classroom and anywhere on campus. The teachers agreed upon a list of major and minor offenses determining what can be addressed at the classroom level and what needs to go to administration.

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

Our school-based team meets weekly to discuss students with barriers to academic and social success.
 Mentors are assigned to students identified with SEL concerns.
 We have a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.
 We provide Instruction and various campus activities that address social/emotional needs of students;
 We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);
 We have developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).
 The school counselor provides a differentiated delivery of services based on student/school need. She offers classroom guidance, workshops, and assemblies. She also offers focused small group counseling, and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Early Warning Systems

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

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

NA

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
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Students exhibiting two or more indicators

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Crystal Lakes has a very positive relationship with parents. We regularly solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. During Open House, academic focus night (curriculum night) we ensure non-threatening methods of introducing parents to teachers and administrators. We open our computer lab and offer tutorials to parents who are unfamiliar with EdLine and other forms of educational technology. We communicate classroom and school news to parents through Edline and/or hard copies. We translate the communication in both Spanish and Creole, our 2 major languages. Our teachers send positive notes, letters, and phone calls home.

Through our school counseling program (Student Development Plan), we offer parent meetings and workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

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

As a Five Star school, we take pride in our relationships with the local community. We have formed many business partnerships with local businesses. The business names are proudly displayed when they adopt a class. Our SAC membership always includes at least one business partner. Each year, a letter is sent to not only the parent community, but to the local businesses inviting them to become a partner with our school.

We have a very active volunteer program. In addition to our PTA, these volunteers support our school's initiatives working with our teachers and students.

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
Curcio Greaves, Diane	Principal
Pennington, John	Assistant Principal
Davis-Tucker, Shronderlette	Teacher, K-12
Mowrey, Amy	Teacher, K-12
Lindgren, Laura	Teacher, K-12
twombly, cindy	Teacher, K-12
reardon, lynn	Teacher, K-12
Morse, Sanna	Teacher, K-12
omans, valerie	Teacher, K-12
oakley, herele	Guidance Counselor

Duties

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

The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, guidance counselor) and report back on all data collected for further discussion at future meetings.

Leadership Team Member and Expertise:

Student's Classroom Teacher

Offers interventions to student identified as deficient in a benchmark.

Completes documentation (PBCSD Form 2106) prior to SBT meeting.

Consults with department and/or grade level team.

Reviews checklists, interventions, background, baseline and monitoring data at SBT meeting (or before with the SBT Leader).

Implements with fidelity interventions indicated in Student Intervention Plan (PBCSD Form 2284) and monitors student progress (PBCSD Form 2318)

Provides communication to parent(s)/guardian(s) in their preferred language (verbally & written)

Administrator:

Attends all SBT meetings

Conducts data chats with all instructional staff – determines professional development needs (teacher, subject area, grade level, school).

Provides adequate location and technology tools within the school facility and allocates appropriate time during the school day for the SBT meeting.

Provides opportunities for staff to attend professional development as needed.

School Based Team Leader:

Creates an agenda for SBT meetings and utilizes all PBCSD approved forms.

Facilitates the SBT team meetings and the Problem Solving Process.

Provides support for interventions to the student's classroom teacher.

Provides input in developing interventions and progress monitoring tools.

ESE Teacher/ Speech Language Pathologist:

Contributes information regarding instructional methodologies, strategies, and curriculum.

Assists in developing interventions from area of expertise.

Provides support for interventions to the student's classroom teacher.

School Psychologist:

Attends all SBT meetings.

Assists in evaluating intervention and progress monitoring fidelity (i.e., implemented as designed) and effectiveness (i.e., whether student made progress).

Provides support for interventions to the student's classroom teacher.

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

Using MTSS, a systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. To ensure efficient use of resources, we begin with the identification of trends and patterns using school-wide and grade-level data (Core, Tier 1, i.e. SwPBS, Language Arts, Social Studies, Science, Math). Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity (Supplemental, Tier 2, i.e. iii, , behavior contract and replacement behavior instruction, anger management group, grief counseling). The Tiers are differentiated by the intensity of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction". Therefore, supplemental and intensive Tiers (Tiers 2 and 3) are defined with the context of the Core (Tier 1). The number of minutes of instruction and the breadth of that instruction that defines Core (Tier 1) is the basis for the criteria for supplemental and intensive Tiers (Tiers 2 and 3).

Core - Tier 1 (universal instruction) consists of scientific, research-based CORE instructional and behavioral/social emotional methodologies, practices, and supports designed for all students in the general education classroom.

Using the problem solving process :

Supplemental - Tier 2 interventions consist of instruction and interventions that are provided in addition to and in alignment with effective CORE instruction and behavioral supports. It is provided to groups of targeted students who have not been successful with core instruction alone. Supplemental - Tier 2 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group instruction

More intensive services, (more time, narrow focus of instruction/intervention) than the Core (Tier 1)

Frequent progress monitoring and data collection (weekly)

? Additional instructional time in deficient area of need

Tier 2 services are provided by a variety of professionals and in different settings

Intensive - Tier 3 academic interventions are designed for students with low academic skills and a substantial lack of adequate progress when provided with supplemental interventions (Tier 2).

Intensive instruction (Tier 3) is provided in addition to and in alignment with effective core instruction and supplemental interventions with the goal of increasing an individual student's rate of progress.

Intensive - Tier 3 interventions include:

Evidence-based interventions matched to students' deficiency

Smaller group (smaller than Supplemental/Tier 2) instruction

More frequent progress monitoring and data collection (weekly)

Additional instructional time in deficient area of need (in addition to Core/Tier 1 and Supplemental/Tier 2)

Intensive/Tier 3 services require more time and a more narrow focus of instruction/intervention than Tier 2 services.

Intensive/Tier 3 services require collaboration and coordination among school staff, providing services to the student.

The expected outcome of Intensive/Tier 3 services, combined with Core (Tier 1) and Supplemental (Tier 2) is that the student(s) will achieve Core/Tier 1 proficiency levels (academic and/or behavioral).

Intensive - Tier 3 behavioral interventions should include a Behavior Management Plan that is completed after a Functional Behavior Assessment (FBA) has been conducted by a trained school staff member.

Our school integrates Single School Culture by sharing our norms, beliefs, values, and goals. Our result has produced consistency in practice. Each year, we review our mission statement and our beliefs. One belief include teaching the children to have respect and appreciation of multicultural diversity. Another belief is providing a safe nurturing environment that encourages our students to succeed academically, socially, and civically. We incorporated all our beliefs in our first 10 day plan. We have embraced SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (Sw-PBS). Sw-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

Essential Components of Sw-PBS:

- Common purpose and approach to discipline
- Positive expectations (for all students & staff)
- Procedures for teaching expected behaviors
- Continuum of procedures for encouraging expectations
- Continuum of procedures for discouraging inappropriate behavior
- Procedures for ongoing monitoring and evaluating effectiveness of the Sw-PBS system

At Crystal Lakes, our sw-PBS is the Bobcat Way. We have been teaching the children:

Be on Time, On Task, Be Respectful, Courteous, Attitude, Think Safety. Definitions and examples are given and the children can describe what it looks like in the classroom, cafeteria, hallways, etc.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Deborah Torres	Teacher
Sabrina Lichtenberg	Teacher
Herele Oakley	Teacher
Sally Hayden	Education Support Employee
Diane Curcio-Greaves	Principal
Shaline Barran	Teacher
Stephanie Gilbert	Parent
Jessica Kinsler	Business/Community
Kara O'Sullivan	Parent
Fredi Addabbo	Parent
Deva Genest	Parent
Rachel Tendrich	Parent
Kim Choder	Parent

Duties

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

Evaluation of last year's school improvement plan

Strategies and assessments were reviewed each month. Data from PowerCats, Mindplay, Dreambox, FASTTMath and reading and math tutorials were reviewed. After the FCAT, the student achievement data was reviewed and aligned with the strategies.

Development of this school improvement plan

The SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and annual budget.

Preparation of the school's annual budget and plan

- School Improvement funds are for the purpose of enhancing school performance through development and implementation of a school improvement plan. The SAC reviewed the success and will approve that monies may be expended only on programs or projects selected by the School Advisory Council.

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

The rollover funds (\$2985) from FY 13 will be used to enhance the curriculum in reading and math.

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
Kotch, Lauren	Teacher, K-12
Gally, Jessica	Teacher, K-12
Rose, Debbie	Teacher, K-12
golden, kim	Teacher, K-12
twombly, cindy	Teacher, K-12
Frimet, Debbie	Teacher, K-12
Morse, Sanna	Teacher, K-12
oakley, herele	Guidance Counselor
Keating, Lisa	Teacher, K-12
Krivos, Karen	Teacher, K-12
Curcio Greaves, Diane	Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will increase the motivation of the students to read more and for longer periods of time. Principal will hold literacy celebrations for intermediate and primary students monthly when intermediate students meet their reading counts goals and primary students meet their reading stamina goals. Teachers will continue to implement the literacy materials and units of study.

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

At Crystal Lakes, positive working relationships with teachers is encouraged through participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. At Crystal Lakes, we have vertical meetings based on core curriculum. At these meetings, one representative from each grade level ensures a continuum of instruction aligns with the standards and is being used with rigor and fidelity.

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

Conduct regular meetings with new and student teachers. Meet with AC teachers to discuss best practices.

Partner new teachers with veteran staff. Allow time for teachers to observe and be observed. Provide common planning time. Solicit student teachers for open positions.

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

We provide ongoing support for new/beginning teachers. Veteran teachers help new teachers continue to improve their practice of teaching and develop their instructional skills. Administrators provide resources, especially time for mentoring teams to meet, observe each other's techniques, model best practices, and discuss improvements to classroom and instructional practices, in order for a teacher mentoring program to be successful. Usually, the grade chairperson is the mentor. This year, we have several teachers who either changed grade levels and one who came to Crystal Lakes as a transfer.

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 school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Our school utilizes the RtI process. The school-based MTSS/RtI Leadership Team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team. The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, and Herele Oakley, guidance counselor) and report back on all data collected for further discussion at future meetings.

We hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)

We utilize a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.

We have created a schedule with an uninterrupted 90 minute reading block, and an uninterrupted 45-60 minute writing block. We provide instruction based on student needs, instruction aligned with the Language Arts Florida Standards for their grade level. We provide resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction). We administer assessments which measure instructed standards, monitor progress at the class and grade level during Learning Team Meetings, conduct data chats with students.

Teachers create units of study based on current data and follow the district's curriculum scope and sequence on Learning Village. They choose methods of instruction based on the needs of students (modeled, guided practice, inquiry).

Students self-select texts based on RRR levels, receive push-in/pull out services for ESE/ELL. SAI teachers provide LLI (Leveled Literacy Intervention) instruction. We provide Process and Strategy charts for reminders of teaching

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: 1,800

Based on the results of the state/district assessments, students who need remediation in reading will be provided with tutoring 2x a week for a total of 15 weeks.

Strategy Rationale

Students will benefit from additional support strengthening their reading skills, ultimately increasing their performance on state/district assessments.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

oakley, herele, herele.oakley@palmbeachschools.org

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

Pre/post assessments, teacher observations, data chats, EDW reports, and state and district assessments.

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

We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. We hold a kindergarten round-up in late spring. Staff meets with the incoming families and provides important information about the school, academics, etc. At the conclusion, there is a tour of the school. The PowerPoint presentation is then linked to our Edline page. We created and distributed a brochure highlighting our school. We mailed these brochures to potential students who are zoned for Crystal Lakes but are attending either private or charter schools. In addition, we created a video marketing our school which is on the Palm Beach County school district website and is linked to our Edline page. The guidance counselor and administration host a welcome to all the new families who have joined the Crystal Lakes' family.

We have a staggered start for the first 3 days allowing the teachers to really get to know their students in small groups. On day 4, all attend. The parents are invited to a "Boo Hoo" breakfast immediately after the morning bell. This gives them an opportunity to meet other kindergarten families.

Three portfolio conferences are held throughout the year, here the parents are invited to hear what their child has accomplished each trimester.

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

We promote a college-going culture where students are encouraged to aim high. We take pride in fostering a college-going culture and support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include wearing your favorite college shirt/jersey, our presenters during career day incorporate their alma marta in their presentation, college students often volunteer at our school, and we are very accomodating to our staff who visit college campuses, take their children to school, and bringing back brochures to display in our college corner in the media center.

We introduce students to the value of work by using career mapping to identify, understand and appreciate the various jobs and careers within their own families.

We nurture confidence in students to aspire all students to graduate collage and career ready. We create early awareness that connects academic performance (doing homework, positive attitude, coming to school on time, etc.) to attaining grade level promotion. We rely on our School Based Team to identify students having academic and/or behavior difficulties to ensure early interventions.

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase teacher planning and collaboration through common and extended planning time, then our students will score proficiency on the annual statewide assessment in all subject areas.

- G2.** If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas.

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. If we increase teacher planning and collaboration through common and extended planning time, then our students will score proficiency on the annual statewide assessment in all subject areas. 1a

G053347

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FAA Writing Proficiency	70.0
AMO Math - All Students	83.0
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Professional development opportunities
- Materials
- Schedules
- Curriculum
- Rigorous instruction
- Leadership
- Business partners
- School culture
- Volunteers

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge and skills
- Materials

Plan to Monitor Progress Toward G1. 8

.Meeting minutes and survey of the effectiveness of the extended time

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

The results from the survey.

G2. If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas. 1a

G053348

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	65.0
FAA Writing Proficiency	70.0
AMO Math - All Students	83.0
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Materials
- Schedules
- Curriculum
- Rigorous instruction
- Leadership
- Business Partners
- School Culture
- Volunteers

Targeted Barriers to Achieving the Goal 3

- Teacher's knowledge and skills

Plan to Monitor Progress Toward G2. 8

We will analyze iObservation reports to ensure rigorous teaching

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

We can pull data from iObservation and identify trends.

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. If we increase teacher planning and collaboration through common and extended planning time, then our students will score proficiency on the annual statewide assessment in all subject areas. **1**

 G053347

G1.B1 Teacher's knowledge and skills **2**

 B134592

G1.B1.S1 The implementation of the new Florida State Standards demands an increase in teacher planning and collaboration. **4**

 S146420

Strategy Rationale

To ensure that the Florida State Standards are taught with fidelity, the teachers need to increase teacher planning and collaboration. This will result in an increase in the proficiency on the annual statewide assessment.

Action Step 1 **5**

Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person Responsible

Diane Curcio Greaves

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

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

Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.

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

Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.

G2. If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas. 1

G053348

G2.B1 Teacher's knowledge and skills 2

B134594

G2.B1.S1 The implementation of the new Florida State Standards demands an increase in teacher planning and collaboration. 4

S146421

Strategy Rationale

To ensure that the Florida State Standards are taught with fidelity, the teachers need to increase teacher planning and collaboration. This will result in an increase in the proficiency on the annual statewide assessment.

Action Step 1 5

Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

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

Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.

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

Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.

Person Responsible

Diane Curcio Greaves

Schedule

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

Evidence of Completion

The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.

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.B1.S1.A1	Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Curcio Greaves, Diane	8/18/2014		5/29/2015 biweekly
G2.B1.S1.A1	Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.	Curcio Greaves, Diane	8/18/2014		6/5/2015 monthly
G1.MA1	.Meeting minutes and survey of the effectiveness of the extended time	Curcio Greaves, Diane	8/18/2014	The results from the survey.	6/5/2015 quarterly
G1.B1.S1.MA1	Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.	Curcio Greaves, Diane	8/18/2014	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.	6/5/2015 monthly
G1.B1.S1.MA1	Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.	Curcio Greaves, Diane	8/18/2014	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.	5/29/2015 monthly
G2.MA1	We will analyze iObservation reports to ensure rigorous teaching	Curcio Greaves, Diane	8/18/2014	We can pull data from iObservation and identify trends.	6/5/2015 monthly
G2.B1.S1.MA1	Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.	Curcio Greaves, Diane	8/18/2014	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.	6/5/2015 monthly
G2.B1.S1.MA1	Review the minutes from learning teams, professional development sign in sheets, teacher observation, data chats, lesson plans, district assessments and EDW reports.	Curcio Greaves, Diane	8/18/2014	The minutes from learning teams, professional development sign in sheets, lesson plans, teacher observation, data chats, district assessments and EDW reports.	6/5/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If we increase teacher planning and collaboration through common and extended planning time, then our students will score proficiency on the annual statewide assessment in all subject areas.

G1.B1 Teacher's knowledge and skills

G1.B1.S1 The implementation of the new Florida State Standards demands an increase in teacher planning and collaboration.

PD Opportunity 1

Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school-based personnel, district personnel

Participants

All teachers

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

G2. If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas.

G2.B1 Teacher's knowledge and skills

G2.B1.S1 The implementation of the new Florida State Standards demands an increase in teacher planning and collaboration.

PD Opportunity 1

Learning teams will analyze student achievement based on data to define student instructional goals and plan instruction.

Facilitator

Administration, school-based personnel, district personnel

Participants

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Goal 2: If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas.	2,985
Grand Total	2,985

Goal 2: If we increase the rigor in the delivery of the standards curriculum through professional development, then our students will score proficiency on the annual statewide assessment in all subject areas.		
Description	Source	Total
B1.S1.A1	School Improvement Funds	2,985
Total Goal 2		2,985