

# Crookshank Elementary School



2015-16 School Improvement Plan

## Crookshank Elementary School

1455 N WHITNEY ST, St Augustine, FL 32084

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
70%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
34%

### School Grades History

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

### School Board Approval

This plan was approved by the St. Johns County School Board on 10/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 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

The Mission of the St. Johns County School District is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world. The Mission of Crookshank Elementary School is to inspire students to dedicate themselves to a culture of caring and learning in an academically rigorous environment that emphasizes creativity and growth and places children at the center of their own learning.

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

Crookshank Elementary School faculty and staff members believe that first we love children, then we teach them. Our vision is to encourage every student to be an independent thinker, high achiever, and confident leader.

#### School Environment

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

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

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

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

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

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



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

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

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

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

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

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

**Description**

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

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

The mission of Crookshank's Parent Teacher Organization (PTO) is to create a sense of community among parents, students, and faculty and to assist in providing a positive, nurturing environment in which all students are challenged to discover the joy of lifelong learning, realize their potential, develop creative

and critical thinking skills, and become responsible citizens and contributors in a rapidly changing world. The PTO schedules many community activities and supports student achievement by funding recognition assemblies.

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

## Effective Leadership

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

### School Leadership Team

#### Membership:

Name	Title
Goricki, Paul	Principal
Walker, LaVerne	Assistant Principal
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Evans, Teri	Psychologist
Hobbs, Marie	Other
White, Karen	Other
Goodwin, Kenneth	Assistant Principal
Kolk, Ewa	Instructional Coach

#### Duties

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

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

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

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

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

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

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

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

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

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

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

Title I, Part A

John A. Crookshank Elementary is a Title I school-wide model due to the nearly 70% poverty rate as measured by the free and reduced lunch population. This federal program is coordinated under the direction of district Title I administration. All compliance measures are implemented and documented through the Title I Work Papers and the St. Johns County School District County Administration. Crookshank Elementary is a Level 1 AVID School. Two other state supported programs are the Multi-Tiered Systems Approach (MTSS/RTI) and the Positive Behavior Support (PBIS) systems that are founded and cultivated by the University of South Florida. John A Crookshank Elementary school also has a local partnership with the St. Johns County Public Libraries to provide books and resources to students after school and during the summer with the "Bookmobile" project.

Title I, Part C

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

Title II

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

Title III

Services are provided through the district for education materials and ELL district support services to

improve the education of immigrant and English Language Learners.

#### Title X, Homeless

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

#### Supplemental Academic Instruction (SAI)

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

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

#### Violence Prevention Programs

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

#### Nutrition Programs

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

#### Head Start

CES hosts one of four District Head Start early childhood transition programs. With four instructional houses serving approximately 80 pre-school aged students, Head Start services provide transitional services for our most needy students and families. In addition to classroom instruction, Head Start staff provides parental involvement through monthly events that assist in family inclusionary services with the community. Head start also participates with the Pre-K clinic in early identification of students' difficulties in such a way that there is sufficient information on which to base effective assistance.

### School Advisory Council (SAC)

#### Membership:

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

### Duties

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

#### *Evaluation of last year's school improvement plan*

In the Spring of 2015, Crookshank parents, community members, faculty and staff members and students were asked to respond to needs assessment surveys for the purpose of identifying areas for school improvement. Completed surveys were tallied and the data was used to determine smart goals for the 2015-16 School Year.

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

#### *Development of this school improvement plan*

During the 2014-15 School Year, parents, community, students, staff and faculty provided input through surveys. Areas found to be difference makers in support student achievement included School Advisory Council initiatives, PTA support and "Leader in Me" Lighthouse Team involvement and the Title I Parent Involvement Plan. Each of these areas contributed to the multi-layered support that resulted in last year's academic growth. At the first school advisory council meeting of the 2015-16 School Year, council members discussed and approved proposed goals. Through the SAC process, school goals and progress will be continuously monitored and reported to parents in an effort to communicate a clear focus of the annual planning process.

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

The principal presented Crookshank's annual budget to school advisory council members at the September, 2015 SAC meeting. The 2015-16 School Year Budget includes funding for many school

improvement initiatives, including AVID Program materials and professional development and "Leader in Me" materials and related professional development. Title I funds are used on staffing and materials that directly impact student achievement. SAC funding for 2015-16 School Year is yet to be determined. If funding permits, priority will be given to the professional development of teachers and the reinstatement of site licenses for school improvement software.

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

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

- \$125.00 Art Conference Registration Art Teacher
- \$399.80 RAZ Kids software site license First Grade
- \$200- Students Recognition Awards

**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:**

Name	Title
Kolk, Ewa	Instructional Coach
Goricki, Paul	Principal
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Hobbs, Marie	Other
Walker, LaVerne	Assistant Principal
White, Karen	Instructional Coach
Evans, Teri	Psychologist
Goodwin, Kenneth	Assistant Principal

**Duties**

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

Leadership team reviewed instructional data through FLDOE FCIM format to determine instructional goals. The team will also concentrate on supporting teachers with instructional strategies to differentiate instruction and to meet the needs of all subgroups and the lowest 25% of students. The team provided the School Advisory Council (SAC) data used to develop the SIP. Data provided: Tier I, 2, and 3 targets; academic and social/emotional areas that needed to be addresses; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining and Summarizing); and aligned processes and procedures.

**Public and Collaborative Teaching**

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



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

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

Ewa Kolk, Literacy Coach has implemented teacher book clubs that meet once per month. The following books have been chosen for 2015-16 academic year:

Comprehension Toolkit

Reading with Meaning K-2

Mindset

Being a Writer

Science Math Classroom

Teaching with Intention K-5

All book topics are aligned with fulfilling our 2015-16 AVID school wide goals:

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

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

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

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

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

The St. Johns County School District has a hiring screening process to narrow down the applicant pool and assure that all schools interview highly qualified applicants. The principal and two assistant principals, as an interview team conducted the Crookshank instructional and non-instructional interview process. A formal process is utilized with fidelity to ensure that all candidates receive the same treatment. The team approach allows for proper discussion when deciding on an applicant. During the summer of 2015, candidates for various positions were interviewed. Collectively, four new staff members were hired at the following grade levels: Kindergarten-1, Second Grade-1, Fourth Grade-1 and Music-1. Each new instructional staff member is assigned a grade-level/area team mate as a mentor.

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

St. Johns County School District provides a mentor program for all newly hired instructional staff that meets offsite periodically. The mentor program at Crookshank is centered around matching new teachers with experienced instructors. For the 2015-16 school year each newly hired teacher is paired with a mentor specific to their assigned grade level. Through these pairings, teachers can have base level conversations regarding curriculum, school systems and student growth. Mentoring activities include daily mentorship of FCIM and classroom strategies implementation, as well as procedures relevant to the Crookshank school environment.

Kindergarten

Teacher, Gabrielle Pereira; Mentor- Kayla Noftell

#### First Grade

Teacher, Joelle Connor; Mentor- Kelly Thigpen

#### Second Grade

Teacher, Ashley Richardson; Mentor, Jessica Ahr

Teacher, Alexandria Robinson; Mentor, Nicole Angelo

Teacher, Angela Schreiner; Mentor, Kanieka Hampton

#### Fourth Grade

Teacher, Jennifer Vandermark; Mentor- Kristina Acosta

Teacher, Colleen Keener; Mentor- Renee Hobbs

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

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

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

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

Teacher representatives from each course and or grade level meet four times a year with district Subject Area Specialists to develop/review curriculum maps, mini-formative assessments, teacher resources and instructional materials. These District Professional Learning Communities (PLCs) work to ensure that curriculum, instruction, and assessment are based on applicable state standards. This process is in addition to a standards-based instructional materials review program that is used when the district adopts the primary instructional materials for a course.

The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District PLCs are implemented at the school level. The curriculum maps, which include links to vetted instructional materials and lesson plans are the basis for school-level standards-based planning, instruction, assessment and re-teaching as needed.

In addition to what each teacher is doing to promote learning and measure student performance, District midterm and final exams are given in the secondary core instructional programs to assess student mastery of standards, guide instructional practice, and inform district planning. Detailed data reports are accessed through Performance Plus which is a reporting system available to all teachers and administrators. These reports are used by teachers, administrators, and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in elementary grade-level or secondary content area PLCs to review reports from Performance Plus and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards-based instruction and learning.

This process is repeated each quarter and serves as the foundation for a standards-based continuous improvement model that uses student performance data to evaluate and improve



curriculum, instruction, and assessment for the highest level student mastery of the Florida Standards.

### **Instructional Strategies**

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

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

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

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

**Strategy: After School Program**

**Minutes added to school year:**

After School Program at risk students.  
Reading for grades 3-5: Essential Skills for Reading Success (Rally Education)  
Math for grades 3-5: Florida Ready Math (Curriculum Associates)  
Writing for grades 4-5  
Science for grades 4-5

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

Walker, LaVerne, [laverne.walker@stjohns.k12.fl.us](mailto:laverne.walker@stjohns.k12.fl.us)

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

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

**Strategy: Summer Program**

**Minutes added to school year:**

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

**Strategy Rationale**

Teachers will use various comprehension assessments for reading to increase student learning, as evidenced by weekly assessments. Student learning will be extended through field trip activities focusing on the summer program theme.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Goodwin, Kenneth, kenneth.goodwin@stjohns.k12.fl.us

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

Assessment data will be used to determine content proficiency.

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

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

**College and Career Readiness**

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

NA

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

NA

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

NA

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

NA

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

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

## Strategic Goals Summary

- G1.** Reading and Writing: All students will meet or exceed grade level proficiency as measured by grade level assessment.
- G2.** Math: All students meet or exceed grade level proficiency standards as measured by grade level assessment.
- G3.** AVID and Leader-in-Me strategies will contribute to increased gains in the area of Reading.

## Strategic Goals Detail

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

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

G068957

**Targets Supported** 1b

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

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Staff development in relation to Florida Standards instructional rigor

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

Discovery Education Assessments and Florida Standards Assessments

**Person Responsible**

Ewa Kolk

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Increased student proficiency and gain scores

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

G068958

**Targets Supported** 1b

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	70.0

**Resources Available to Support the Goal** 2

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

**Targeted Barriers to Achieving the Goal** 3

- Staff development related to Florida Standards

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

Measurement against Discovery Education and FSA Math Achievement

**Person Responsible**

Kenneth Goodwin

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student Performance Data

**G3. AVID and Leader-in-Me strategies will contribute to increased gains in the area of Reading.** 1a

G068959

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	70.0

**Resources Available to Support the Goal** 2

- Title 1 funding, AVID, Leader-in-Me Program resources

**Targeted Barriers to Achieving the Goal** 3

- Staff Development

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

Discovery Education and FSA Assessment data

**Person Responsible**

Ewa Kolk

**Schedule**

Semiannually, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Student growth and gains



## Action Plan for Improvement


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

### Problem Solving Key


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

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


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

 G068957

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

 B179245

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

 S190589

### Strategy Rationale

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

### Action Step 1 **5**

High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2016.

### Person Responsible

Paul Goricki

### Schedule

Monthly, from 8/10/2015 to 5/26/2016

### Evidence of Completion

Professional development hours

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

Staff development logs

**Person Responsible**

Ewa Kolk

**Schedule**

Monthly, from 8/10/2015 to 5/26/2016

***Evidence of Completion***

Staff development logs, peer sharing, teacher feedback

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

Increased student achievement levels

**Person Responsible**

Ewa Kolk

**Schedule**

Monthly, from 8/10/2015 to 5/26/2016


***Evidence of Completion***

DE Data and Florida Standards


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

 G068958

**G2.B3** Staff development related to Florida Standards **2**

 B179248

**G2.B3.S1** Implementation of AVID strategies along with support from Math Coach and district program Math Specialist. **4**

 S190591

**Strategy Rationale**

Organization and higher level thinking support math problem solving.

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

AVID Staff Development and Support from Math Coach and district Math Specialist

**Person Responsible**

Karen White

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Inservice Logs and Math Coach inservice rosters and trainings

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

Math Formative Assessments, Discovery Education and Florida Standards Assessment

**Person Responsible**

Karen White

**Schedule**

Monthly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Formative and summative data

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

District Math Formative Assessment, DE and benchmark Assessments along Florida Standards Assessment

**Person Responsible**

Karen White


**Schedule**

Every 2 Months, from 8/10/2015 to 5/26/2016


**Evidence of Completion**

Student performance data

**G3. AVID and Leader-in-Me strategies will contribute to increased gains in the area of Reading.** 1

 G068959

**G3.B2 Staff Development** 2

 B179251

**G3.B2.S1** Provide staff development in the areas of academic development (AVID) and leadership (AVID and Leader-in-Me). 4

 S190593

**Strategy Rationale**

Our students will grow as their teachers grow as professionals.

**Action Step 1** 5

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

**Person Responsible**

Paul Goricki

**Schedule**

Every 6 Weeks, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Inservice rosters and attendance notes for staff development.

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

Calendar of Staff Development Activities will support AVID and Leader-in-Me Programs

**Person Responsible**

Paul Goricki

**Schedule**

Semiannually, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Attendance logs from professional development activities.

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

Attendance and student performance on formative assessments

**Person Responsible**

Paul Goricki

**Schedule**

Quarterly, from 8/10/2015 to 5/26/2016

**Evidence of Completion**

Monthly attendance logs and student performance data

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.A1	High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2016.	Goricki, Paul	8/10/2015	Professional development hours	5/26/2016 monthly
G2.B3.S1.A1	AVID Staff Development and Support from Math Coach and district Math Specialist	White, Karen	8/10/2015	Inservice Logs and Math Coach inservice rosters and trainings	5/26/2016 quarterly
G3.B2.S1.A1	Use goal setting and academic development to promote and track student achievement	Goricki, Paul	8/10/2015	Inservice rosters and attendance notes for staff development.	5/26/2016 every-6-weeks
G1.MA1	Discovery Education Assessments and Florida Standards Assessments	Kolk, Ewa	8/10/2015	Increased student proficiency and gain scores	5/26/2016 quarterly
G1.B3.S1.MA1	Increased student achievement levels	Kolk, Ewa	8/10/2015	DE Data and Florida Standards	5/26/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B3.S1.MA1	Staff development logs	Kolk, Ewa	8/10/2015	Staff development logs, peer sharing, teacher feedback	5/26/2016 monthly
G2.MA1	Measurement against Discovery Education and FSA Math Achievement	Goodwin, Kenneth	8/10/2015	Student Performance Data	5/26/2016 quarterly
G2.B3.S1.MA1	District Math Formative Assessment, DE and benchmark Assessments along Florida Standards Assessment	White, Karen	8/10/2015	Student performance data	5/26/2016 every-2-months
G2.B3.S1.MA1	Math Formative Assessments, Discovery Education and Florida Standards Assessment	White, Karen	8/10/2015	Formative and summative data	5/26/2016 monthly
G3.MA1	Discovery Education and FSA Assessment data	Kolk, Ewa	8/10/2015	Student growth and gains	5/26/2016 semiannually
G3.B2.S1.MA1	Attendance and student performance on formative assessments	Goricki, Paul	8/10/2015	Monthly attendance logs and student performance data	5/26/2016 quarterly
G3.B2.S1.MA1	Calendar of Staff Development Activities will support AVID and Leader-in-Me Programs	Goricki, Paul	8/10/2015	Attendance logs from professional development activities.	5/26/2016 semiannually

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

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

**G1.B3** Staff development in relation to Florida Standards instructional rigor

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

### PD Opportunity 1

High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2016.

#### Facilitator

CES Instructional Reading Coach

#### Participants

School Administration, Teachers

#### Schedule

Monthly, from 8/10/2015 to 5/26/2016

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

**G2.B3** Staff development related to Florida Standards

**G2.B3.S1** Implementation of AVID strategies along with support from Math Coach and district program Math Specialist.

### PD Opportunity 1

AVID Staff Development and Support from Math Coach and district Math Specialist

#### Facilitator

Math Coach and AVID Program Specialist

#### Participants

All instructional positions

#### Schedule

Quarterly, from 8/10/2015 to 5/26/2016

**G3.** AVID and Leader-in-Me strategies will contribute to increased gains in the area of Reading.

**G3.B2** Staff Development

**G3.B2.S1** Provide staff development in the areas of academic development (AVID) and leadership (AVID and Leader-in-Me).

**PD Opportunity 1**

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

**Facilitator**

Crookshank AVID Site Team

**Participants**

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

**Schedule**

Every 6 Weeks, from 8/10/2015 to 5/26/2016



**Technical Assistance Items**

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

**Budget**

Budget Data						
1	G1.B3.S1.A1	High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training-District Title I funded. Entire CES Faculty should be trained by August, 2016.				\$0.00
2	G2.B3.S1.A1	AVID Staff Development and Support from Math Coach and district Math Specialist				\$0.00
3	G3.B2.S1.A1	Use goal setting and academic development to promote and track student achievement				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0021 - Crookshank Elementary School	Title I Part A		\$5,000.00
<b>Total:</b>						<b>\$5,000.00</b>