Crookshank Elementary School

2017-18 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 and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	C

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the St. Johns 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Crookshank Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. Teachers understand the many ways our students learn, and provide 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.

b. 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 extended-day school programs. We recognize that positive classroom environments and high expectations foster and support schoolwide student success. Teachers create safe and comfortable learning environments where students are encouraged to treat their peers and adult staff members with respect. This school year we have implemented Morning Meetings lessons in every classroom. These meetings include school-wide specifically designed lessons that focus on social and emotional skills. Morning Meetings tie in with PBIS initiatives and CHARACTER COUNTS! pillars recognized throughout the building. During weekly WOW Wednesday, our school counselor provides Child Safety Matters lessons. Bullying is effectively managed by encouraging students to immediately report incidents in which they have been verbally or physically intimidated or abused. A school safety team is in place and regular safety drills are conducted to ensure an optimal response to weather and school lockdown situations.

c. 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

Students are encouraged to be responsible for their actions and success through the PBIS (Positive Behavioral Intervention and Supports) system, a practice supported by both the AVID and CHARACTER COUNTS! Programs. Classroom teachers provide clear behavior expectations for all students to follow. The PAWS focus (Personal Best, Acting Responsibly, Working Together, Showing Respect) supports schoolwide compliance with expectations. Clearly stated and student friendly school wide PAWS expectations are posted throughout the school, in classrooms, the cafeteria and in the hallways. Classroom behavior contracts are signed by both students and parents/guardians. To decrease the number of out of school suspensions a Turnabout Room named "The Cougar Preserve" has been established for students exhibiting Level I or Level II behavior offenses. Students visiting the "The Cougar Preserve" have the opportunity to think about their actions and receive social skills lesson reminders before returning to the classroom. Crookshank has a Behavior Specialist who monitors patterns of non-compliant student behavior and assists with student intervention strategies. School-wide initiative such as The Jaguars Honor Program, Peace Day, and Cougar Coupons promote positive behavior throughout the school.

d. 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 AVID school students, Crookshank children are taught to set goals, be responsible, be creative, resolve conflicts and appreciate diverse cultures. AVID, as integrated with the SJCSD CHARACTER COUNTS! program, equips students with the self-confidence and skills they need to thrive in the 21st-century. Administrators and teachers monitor the social-emotional needs of all students on a daily basis. Crookshank works closely with the Department of Children and Families and the St. Johns County Sheriff to identify and assist troubled students and families. Students who demonstrate negative behavior are monitored using the MTSS/RtI process. Data is collected to illustrate 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. Crookshank's school guidance counselor conducts individual and small group counseling sessions, counsels students and parents who have difficulty with tardiness or absenteeism, and provides teachers with suggestions for effective classroom management. Big Brothers and Big Sisters of St. Johns County mentors at-risk students and Anastasia Baptist Church partners with Crookshank to provide assistance to needy families and a weekly "Good News Club" that occurs after school hours.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Our school counselor addresses attendance concerns with parents via phone, email, and home visits. Truancy referrals are submitted to district and then to proper authorities if required.

One or more suspensions, whether in school or out of school, are handled by our school-based behavioral interventionist. Preventative measures have been taken by instructing social skill lessons during daily morning meetings, Positive Behavioral Interventions Systems are communicated to reward appropriate behavior, and a

Course failure in English Language Arts or mathematics during any grading period
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics, or, for students in grades K-3, a substantial reading deficiency under section 1008.25(5)(a), F.S.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	15	16	13	13	16	0	0	0	0	0	0	0	84
One or more suspensions	0	4	8	4	1	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	5	3	11	0	0	0	0	0	0	0	19
Level 1 on statewide assessment	0	0	0	22	14	40	0	0	0	0	0	0	0	76

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	4	9	4	19	0	0	0	0	0	0	0	36

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

John A. Crookshank administrative team closely monitors attendance, student behavior, an academic data. Professional Learning Communities are provided opportunities to evaluate student data and plan highly effective lessons to improve deficient areas. Our Instructional Literacy Coach supports grade levels at weekly PLC meetings and with implementation of lesson ideas in the classroom.

The MTSS/RtI team meets weekly to discuss students who may require interventions, beyond Tier 1. The Core team chooses the instructional delivery provided and the progress monitoring tool used to track student skill development and growth. The strategies used are specific for the targeted area; phonemic awareness, phonics, fluency, comprehension, fact fluency, or problem solving. Students that have learning gaps receive additional instruction from the classroom teacher and Title I reading coach.

B. Family and Community Engagement
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/412913.

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

2. 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

John A. 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 partners and community members. The School Advisory Council assists in the preparation and evaluation of the School Improvement Plan and acts as an advisory resource to the school principal. The term advisory is intended to provide: inquiring, informing, suggesting, recommending and evaluating.

The mission of John A. 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 has a formal partnership with Anastasia Baptist Church (ABC). 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 on Wednesday afternoons at school. Crookshank also has affiliations with the Big Brothers & Big Sisters, Flagler College, St. Johns River Community College, University of St. Augustine Physical Therapy Department, Retired and Senior Volunteer Program (RSVP), Bright Start Tutors, and St. Augustine High School Teaching Academy.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Jackson, Marquez	Principal
Benoit, Bailey	Guidance Counselor
Cubero-Gonzalez, Yvette	Assistant Principal
Newbold, Laura	Instructional Coach
Rodgers, Angela	Assistant Principal
Marziani, Joanne	Other
	Dean

b. Duties

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

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.

Instructional Literacy Coach: 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 Reading Teacher: 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 Counselor: Gives assistance to students with academic goals and social/personal development. Information is provided to parents about RtI plans, referrals for next steps, and possible accomodations for documented diagnoses. The impact of family history and attendance are communicated with the MTSS Team.

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.

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.

2. 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 John A. Crookshank Elementary 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 meetings occur every Tuesday. At the meetings teachers alongside our Title 1 Reading Teacher review data and case work on a 6 week cycle for plan implementation. In addition, grade level teams meet on a WOW Wednesday rotation. Professional Learning Communities are immersed in data discussions based on formative assessments and targeted staff development. Goals are set and reviewed 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 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. 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 SJCSD Federal Programs in conjunction with CES guidance and administration.

Title II funds will support the delivery of Professional Development for the 2017-2018 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 IX, 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 to hire an additional administrator to support academic performance within the classroom by leading district and school initiatives to increase student performance.

Violence Prevention Programs - The school offers a non-violence and anti-drug program that incorporates field studies, community service, and counseling. Morning Meetings have been developed and teachers use the lessons daily to identify and reinforce positive social interactions. Through the implementation of the Positive Behavior Intervention Support (PBIS) system and the CHARACTER COUNTS! program, 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 CPI response team who operates under state and district guidelines with the support and direction of a district Behavior Specialist, Jessica Crespo.

Nutrition Programs - The University of Florida Family Nutrition Program shares curriculum, presentations, and trainings on how elementary students can make healthier choices. John A. Crookshank has qualified as a Community Eligibility Program school, all students have the option to receive breakfast and lunch at no cost to the student or family.

Head Start and VPK Programs - CES hosts one of four District Head Start early childhood transition programs. With six instructional houses serving approximately 110-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. This important initiative has been designed to give all of Crookshank's future students a "head start" before they participate in the K-12 learning continuum.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Marquez Jackson	Principal
Joanne Marziani	Teacher
Elizabeth Beute	Parent
Diane Lloyd	Teacher
Christina Thomas	Education Support Employee
Brittany Gribble	Parent
Barbara Haynes	Parent
Kelly Hoessler	Teacher
Fannethia Vitolo	Teacher
Brent Bechtold	Parent
Nicole Evans	Teacher
Barbara Haynes	Parent
Desiray Miller	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

In the Spring of 2017, 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 2017-18 School Year.
The PBIS, CHARACTER COUNTS! 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 reading with the newly adopted, Being a Reader (K-2) and Making Meaning (Grs.3-5) Programs. All students participate in a STEM class, which is on the Resource rotation schedule. Students at the fourth and fifth grade levels use interactive technology daily with the digital 1:1 Program. The active collaboration of teachers in professional learning communities has been identified as a schoolwide goal.

b. Development of this school improvement plan

During the 2016-17 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, PTO support 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 school advisory council meetings of the 2017-18 school year, council members discussed and approved proposed academic and social 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.

c. Preparation of the school's annual budget and plan

The principal presented Crookshank's annual budget to school advisory council members at the September, 2017 SAC meeting. The 2017-18 school year budget includes funding for many school improvement initiatives, including AVID Program material, related professional development and other professional development activities. Title I funds are used for staffing and materials that directly

impact student achievement. SAC funding for 2017-18 school year has been shared at the first SAC meeting. If funding permits, priority will be given to the professional development of teachers and the reinstatement of site licenses for school improvement software.

2. 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:
Supplemental curriculum items such as Scholastic News, and Reading A to Z

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Newbold, Laura	Instructional Coach
Jackson, Marquez	Principal
Rodgers, Angela	Assistant Principal
Cubero-Gonzalez, Yvette	Assistant Principal
Marziani, Joanne	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

Leadership team reviewed instructional data 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.

Effective teaching strategies are taught, communicated, and observed. They include High Yield Strategies and AVID Strategies used following a balanced literacy framework.

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 addressed.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

Anje Newbold, Literacy Coach has implemented PD opportunities through lesson studies and ongoing PLC's to support newly added programs to support our ELA endeavors. CES will continue to provide PD and Modified Lesson Study opportunities for: Being a Reader, Grades K-2; Making meaning, Grades 3-5. In addition, Anje Newbold will guide the implementation of grade level and departmentalized Professional Learning Communities.

All PD opportunities are aligned with fulfilling our 2017-2018 AVID school wide goals:

Inquiry: All students in grades PreK-5 will use the three Levels of Thinking, and be able to craft their own levels of questions during ELA and Math lessons in order to analyze, reason, clarify, discuss, and ultimately synthesize a more complete level of comprehension for the 2017-2018 school year.

Collaboration: All students in grades PreK-5 will strengthen their collaborative skills in order to be responsible for their learning by working together to inquire, explore, and answer questions in ELA and Math for the 2017-2018 school year.

2. 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 state certified applicants. The principal and two assistant principals, as an interview team conducted the John A. 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 2017, candidates for various positions were interviewed. Collectively, new faculty members were hired at the following grade levels: First Grade- 2 (Daniels, Elder), Fourth Grade- 4 (Kennedy, Lindsey, Fernandez, Jones-Brown), Fifth Grade- 1 (TBA), Art- 1 (Hauber), Instructional Literacy Coach- 1 (Newbold), and Pre-K- 2 (Mason, Wheaton).

In order to develop and retain teachers each instructional faculty member new to John A. Crookshank Elementary School is assigned a grade-level/area team mate as a mentor. Additionally, newly hired teachers will participate in New Teacher Cadre monthly meetings with trained teacher leaders: Kaneika Nimmons and Anje Newbold.

3. 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 John A. Crookshank is centered around matching new teachers with experienced instructors. For the 2017-18 school year each newly hired teacher is paired with a mentor. Through these pairings, teachers can have base level conversations regarding curriculum, school systems and student growth. Mentoring activities include daily mentorship of classroom strategies implementation, as well as procedures relevant to the John A. Crookshank school environment. In addition, all mentors and mentees will participate in the district-wide New Teacher Cadre initiative.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

John A. 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 students.
7. Reinforce learning through maintenance.
8. Monitor progress.

Teacher representatives from each course and or grade level meet twice a year with district Content Area Specialists (CAST Team) to develop/review curriculum maps, to develop/review formative assessments, and to review teacher resources. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

Administrators and Literacy Coach meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 ongoing 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities 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 Professional Learning Communities 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 and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the

core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are 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 grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, 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 twice a year 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 in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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

John A. Crookshank's 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 school psychologist, Title I resource teacher, 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. John A. 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.

Instructional and support staff are trained in the use of and application of the MTSS/RtI instructional and monitoring process. Weekly meetings and optional trainings, based on student data and instructor needs, assist in the implementation and support for the instructional staff. An intervention block of time within each grade level's master ELA and Math schedule provides time for whole group, small group and individualized instruction. Student grouping is fluid to meet individual needs. Data obtained from diagnostic and 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. A Summer Reading Camp is provided to extend learning time for students. Students are chosen to participate based on FSA and iREADY data.

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

Strategy: Before School Program

Minutes added to school year:

Before School Student Tutoring
Grades 3-5 ELA
Grades 3-5 Math

Strategy Rationale

Students in Grades 3-5 identified through iREADY diagnostic 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 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

Cubero-Gonzalez, Yvette, yvette.cubero-gonzalez@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 Before-School Program to determine the effectiveness of the program. The program will be adjusted according to data collected through FSA, iREADY, MTSS/RtI 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.

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

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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. 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 readiness and transition to the formal K-12 learning environment. At the end of the school year, John A. Crookshank fifth grade students visit RJ Murray Middle School and/or Sebastian Middle School to aide in the transition to middle school. Fifth grade students also have the opportunity to interview for the AVID programs in their zoned middle school.

b. College and Career Readiness

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

Classrooms throughout our school feature a "College Corner". These visual aides promote college possibilities that are available to our students. Various AVID bulletin boards, field studies, and discussions familiarize students to secondary educational opportunities.

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

N/A

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

N/A

4. 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. Students will receive daily social skills lessons to improve social/emotional well-being and school culture.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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`

🔍 G088635

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- Student readiness levels for schooling

- Staff development in relation to Florida Standards instructional rigor

Resources Available to Help Reduce or Eliminate the Barriers `2`

- iREADY

- Instructional Literacy Coach

- District curriculum support team (Chris Stephan-Director, Becca English-Reading, Mollie Altick-Magill-Writing, Donna McMaster-Math)

- AVID

- DRA

- ESchool Plus/Early Warning System Report

Plan to Monitor Progress Toward G1. `8`

Completion and mastery of Pre-K standards.

Person Responsible
Angela Rodgers

Schedule
Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Increased student proficiency and gain scores

Plan to Monitor Progress Toward G1. `8`

iObservation Evaluations, Deliberate Plans Reflections

Person Responsible
Marquez Jackson

Schedule
Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Teacher Evaluations and Student Learning Gains

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

🔑 G088636

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Staff development related to Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math

- AVID

- Formative assessments

- iREADY

- District curriculum specialists

Plan to Monitor Progress Toward G2. 8

Measurement of iReady Data and FSA Math Proficiency and Gains

Person Responsible
Yvette Cubero-Gonzalez

Schedule
Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion
Student Performance Data

G3. Students will receive daily social skills lessons to improve social/emotional well-being and school culture. 1a

🔍 G088637

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	70.0

Targeted Barriers to Achieving the Goal 3

- Discipline Referrals

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHARACTER COUNTS! Program resources

- Morning Meeting curriculum

Plan to Monitor Progress Toward G3. 8

Decreased number of discipline referrals, in/out of school suspensions

Person Responsible
Marquez Jackson

Schedule
Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Number of discipline referrals and/or in/out of school suspensions

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

🔑 G088635

G1.B1 Student readiness levels for schooling 2

🔑 B235897

G1.B1.S1 Voluntary Pre-K classes are braided models of Head Start, VPK, and ESE. Opened 6 classes and extended instructional time in school. 4

🔑 S260934

Strategy Rationale

Early intervention to promote readiness and develop foundational skills for success in transition to kindergarten.

Action Step 1 5

Pre-K teachers participate in Professional Learning Communities and have been provided common planning time.

Person Responsible

Laura Newbold

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Kindergarten Readiness Screener, PLC Minutes, Bright Start Assessment

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

Administration will observe, monitor, and participate in Pre-K PLCs.

Person Responsible

Angela Rodgers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Minutes and sign in sheets. iObservation evaluations.

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

Administration and Pre-K teachers will monitor student growth.

Person Responsible

Laura Newbold

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Assessment results/data.

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

🔑 B235899

G1.B3.S1 Staff professional development 4

🔑 S248679

Strategy Rationale

Professional development on current strategies and methods will provide teacher with ways to differentiate instruction, ask inquiry based questions, and provide collaborative opportunities.

Action Step 1 5

High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training, Professional Learning Communities, Center for Collaborative Classroom (CCC), and/or iREADY training.

Person Responsible

Laura Newbold

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Professional development hours

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

Staff development logs

Person Responsible

Laura Newbold

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Staff development logs, sign in sheets, Deliberate Practice Plans, PLC minutes

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

Increased student achievement levels

Person Responsible

Laura Newbold

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

iREADY Data and Florida Standards Assessment (FSA) Data

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

🔑 G088636

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

🔑 B235902

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

🔑 S248681

Strategy Rationale

Organization and higher level thinking support math problem solving.

Action Step 1 `5`

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

Person Responsible

Laura Newbold

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Inservice Logs and trainings

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

Math Formative Assessments, iREADY and Florida Standards Assessment (FSA)

Person Responsible

Laura Newbold

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Formative and summative data

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

District Math Formative Assessment, iREADY and benchmark Assessments, and Florida Standards Assessment (FSA)

Person Responsible

Laura Newbold

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student performance data

G3. Students will receive daily social skills lessons to improve social/emotional well-being and school culture.
1

🔑 G088637

G3.B2 Discipline Referrals 2

🔑 B247649

G3.B2.S1 Discipline referrals will decrease as a result of daily social skill lessons. 4

🔑 S260944

Strategy Rationale

Students learn how to respond to different social interactions that occur on a daily basis.

Action Step 1 5

Morning Meetings

Person Responsible

Angela Rodgers

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Morning Meetings Lesson Plans, eSchool Plus Discipline Reports

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

Morning Meeting Lessons observed

Person Responsible

Marquez Jackson

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

iObservation Teacher Evaluations

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

Weekly MTSS Core Team meeting

Person Responsible

Marquez Jackson

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

eSchool Plus Discipline Reports and Early Warning Systems Report

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M338478	Completion and mastery of Pre-K standards.	Rodgers, Angela	8/10/2017	Increased student proficiency and gain scores	5/24/2018 quarterly
G1.MA2 M364773	iObservation Evaluations, Deliberate Plans Reflections	Jackson, Marquez	8/10/2017	Teacher Evaluations and Student Learning Gains	5/24/2018 quarterly
G2.MA1 M338483	Measurement of iReady Data and FSA Math Proficiency and Gains	Cubero-Gonzalez, Yvette	8/10/2017	Student Performance Data	5/24/2018 semiannually
G3.MA1 M338486	Decreased number of discipline referrals, in/out of school suspensions	Jackson, Marquez	8/10/2017	Number of discipline referrals and/or in/ out of school suspensions	5/24/2018 weekly
G1.B3.S1.MA1 M338474	Increased student achievement levels	Newbold, Laura	8/10/2017	iREADY Data and Florida Standards Assessment (FSA) Data	5/24/2018 monthly
G1.B3.S1.MA1 M338475	Staff development logs	Newbold, Laura	8/10/2017	Staff development logs, sign in sheets, Deliberate Practice Plans, PLC minutes	5/24/2018 biweekly
G1.B3.S1.A1 A324457	High quality Florida Standards-related professional development that meets the needs of the staff....	Newbold, Laura	8/10/2017	Professional development hours	5/24/2018 biweekly
G2.B3.S1.MA1 M338479	District Math Formative Assessment, iREADY and benchmark Assessments, and Florida Standards...	Newbold, Laura	8/10/2017	Student performance data	5/24/2018 quarterly
G2.B3.S1.MA1 M338480	Math Formative Assessments, iREADY and Florida Standards Assessment (FSA)	Newbold, Laura	8/10/2017	Formative and summative data	5/24/2018 monthly
G2.B3.S1.A1 A324458	AVID Staff Development and Support from Instructional Literacy Coach and district Math Specialist	Newbold, Laura	8/10/2017	Inservice Logs and trainings	5/24/2018 quarterly
G1.B1.S1.MA1 M364766	Administration and Pre-K teachers will monitor student growth.	Newbold, Laura	8/10/2017	Assessment results/data.	5/24/2018 quarterly
G1.B1.S1.MA1 M364765	Administration will observe, monitor, and participate in Pre-K PLCs.	Rodgers, Angela	8/10/2017	Minutes and sign in sheets. iObservation evaluations.	5/24/2018 monthly
G1.B1.S1.A1 A343865	Pre-K teachers participate in Professional Learning Communities and have been provided common...	Newbold, Laura	8/10/2017	Kindergarten Readiness Screener, PLC Minutes, Bright Start Assessment	5/24/2018 monthly
G3.B2.S1.MA1 M364793	Weekly MTSS Core Team meeting	Jackson, Marquez	8/10/2017	eSchool Plus Discipline Reports and Early Warning Systems Report	5/24/2018 weekly
G3.B2.S1.MA1 M364792	Morning Meeting Lessons observed	Jackson, Marquez	8/10/2017	iObservation Teacher Evaluations	5/24/2018 semiannually
G3.B2.S1.A1 A343892	Morning Meetings	Rodgers, Angela	8/10/2017	Morning Meetings Lesson Plans, eSchool Plus Discipline Reports	5/24/2018 daily

V. 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.B1 Student readiness levels for schooling

G1.B1.S1 Voluntary Pre-K classes are braided models of Head Start, VPK, and ESE. Opened 6 classes and extended instructional time in school.

PD Opportunity 1

Pre-K teachers participate in Professional Learning Communities and have been provided common planning time.

Facilitator

Laura Newbold, Sheila Cribbs

Participants

All Pre-K Teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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, Professional Learning Communities, Center for Collaborative Classroom (CCC), and/or iREADY training.

Facilitator

CES Instructional Literacy Coach, AVID Site and District Team, CCC PD Facilitator, iREADY PD Facilitator

Participants

School Administration, Teachers

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

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 Instructional Literacy Coach and district program Math Specialist.

PD Opportunity 1

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

Facilitator

AVID Site Team and Instructional Literacy Coach

Participants

All instructional positions

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Pre-K teachers participate in Professional Learning Communities and have been provided common planning time.**	$0.00
2	G1.B3.S1.A1	**High quality Florida Standards-related professional development that meets the needs of the staff. AVID Summer Training, Professional Learning Communities, Center for Collaborative Classroom (CCC), and/or iREADY training.**	$0.00
3	G2.B3.S1.A1	**AVID Staff Development and Support from Instructional Literacy Coach and district Math Specialist**	$0.00
4	G3.B2.S1.A1	**Morning Meetings**	$0.00
		Total:	$0.00