Crookshank Elementary School

2016-17 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)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	70%

Primary Service Type (per MSID File)	**Charter School**	**2015-16 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	D

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 was approved by the St. Johns County School Board on 9/29/2016.

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Northeast	Wayne Green
Former F		**Turnaround Status**
No		None

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. 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.

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. In August 2016, a new 22-room building was added to the Crookshank Elementary Campus, more than doubling the interior space of the school. The addition complies with ADA law and meets current safety standards. The new Intermediate building, with its interactive technology, and the new wood flooring in the school cafeteria were planned to ensure an optimal learning environment and a clean, hygienic place for children to eat and socialize. School safety initiatives include a newly installed fence around the perimeter of the PreSchool area and additional 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. 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 (Positive Attitude, 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 has been established for students exhibiting Level I or Level II behavior offenses. Students assigned to the Turnabout Room complete classroom assignments and have the opportunity to rethink their actions before returning to the classroom. Crookshank has a Behavior Specialist who monitors patterns of non-compliant student behavior and assists with student intervention strategies. Crookshank experienced a 17 percent reduction in the Office Discipline Referrals from the 2014-15SY to the 2015-16SY and a 34 percent reduction in the percentage of out-of-school suspensions.

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 be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. 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/305579.

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

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 a advisory 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 affliations with the Big Brothers & Big Sisters, and Flagler College, a collaboration which offers lab school courses on the school campus.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Goricki, Paul	Principal
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Evans, Teri	Psychologist
Hobbs, Marie	Other
Goodwin, Kenneth	Assistant Principal
Kolk, Ewa	Instructional Coach
Rodgers, Angela	Assistant Principal
Marziani, Joanne	Other

b. Duties

1. 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 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 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 Pathologist: 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.

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 Crookshank Elementary School MTSS process has been cultivated through five years of direct training through the University of South Florida (RtI) 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 3 main goals 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
Title II funds will support the delivery of Professional Development for the 2016-2017 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 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 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 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 and VPK Programs
CES hosts one of four District Head Start early childhood transition programs. With three instructional houses serving approximately 60-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. In addition to the Head Start program, two additional stand-alone VPK classes are also in place for the 2016-17 School Year to effectively capture the entire preschool age population. 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
Dr. Paul Goricki	Principal
Joanne Marziani	Teacher
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
Ewa Kolk	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

In the Spring of 2016, 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 2016-17 School Year.
Initiatives that were implemented to address areas of need (ex. schoolwide "W.I.N. Intervention"), were found to be difference makers and will continue to be part of this year's school improvement plan. 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 2015-16 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 the first school advisory council meeting of the 2016-17 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, 2016 SAC meeting. The 2016-17School 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 2016-17 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.

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:
$150.00 Art Conference Registration Art Teacher
$399.80 RAZ Kids software site license First Grade
$200 Student Recognition Awards

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
Kolk, Ewa	Instructional Coach
Goricki, Paul	Principal
Benoit, Bailey	Guidance Counselor
Dailey, Wendy	Other
Hobbs, Marie	Other
Evans, Teri	Psychologist
Goodwin, Kenneth	Assistant Principal
Rodgers, Angela	Assistant Principal

b. Duties

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

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.

D. 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).

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.

Ewa Kolk, Literacy Coach has implemented PD opportunities through lesson studies and ongoing PLC's to support newly added programs to support our ELA endeavors. The following PD have been chosen for 2016-17 academic year:

Being a Reader, Grades K-2
Making meaning, Grades 3-5
Balanced Literacy, Grade K-5

All PD's are aligned with fulfilling our 2016-2017 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.

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 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 2016, candidates for various positions were interviewed. Collectively, new faculty members were hired at the following grade levels: Kindergarten-2 (K. White, A. Richardson), Second Grade-1 (K.Hoessler),Third Grade- 1 (K. Fenner, Associate Teacher), Fifth Grade- 2 (TBA and Brady, Associate Teacher) and VE-4 Kaye and Hernadez (teachers). Each instructional faculty member new to Crookshank Elementary School is assigned a grade-level/area team mate as a mentor.

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 Crookshank is centered around matching new teachers with experienced instructors. For the 2016-17 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.
2016-2017 New Teachers and Mentors
Fannethia Vitolo - Mentor Tom Ahr
Ashley Richardson - Mentor Christina McQuaig
Karen White - Mentor Amanda Wolfe
Nicole Angelo - Mentor Dee Fortus
Kelly Hoessler - Mentor Lucy Howard
Sara Fenner - Mentor Rachel Preysz
Kaneika Nimmons - Mentor Stephanie Keating
Robyn Brady - Mentor Renee Hobbs

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

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 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 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.

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

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 30-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.

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: After School Program

Minutes added to school year:

After School Program at risk students.
Reading for grades 3-5
Math for grades 3-5

Strategy Rationale

Students in Grades 3 and 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

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/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
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.

2. Student Transition and Readiness

a. 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).

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 transition to the formal K-12 learning environment.

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

NA

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

NA

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

NA

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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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 Character Count 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

🔍 G076799

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Staff development in relation to Florida Standards instructional rigor

Resources Available to Support the Goal 2

- Renaissance Learning Enterprise (STAR Reading, Accelerated Reader, Early Literacy)

- Instructional Literacy Coach

- District curriculum support team (Brian McElhone-Director, Brian Morgan-Science, Laurie Hays-Reading, Sheila Veatch-Writing, Donna Frank-Math)

- AVID

- Discovery Education Assessment

- DRA

Plan to Monitor Progress Toward G1. 8

Discovery Education Assessments and Florida Standards Assessments

Person Responsible
Ewa Kolk

Schedule
Quarterly, from 8/10/2016 to 5/26/2017

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

🔑 G076800

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 Support the Goal 2

- Go Math

- AVID

- Formative assessments

- School Math Cadre

- District curriculum specialists

Plan to Monitor Progress Toward G2. 8

Measurement against Discovery Education and FSA Math Achievement

Person Responsible

Kenneth Goodwin

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Student Performance Data

G3. AVID and Character Count strategies will contribute to increased gains in the area of Reading. `1a`

🔑 G076801

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	70.0

Targeted Barriers to Achieving the Goal `3`

- Staff Development

Resources Available to Support the Goal `2`

- Title 1 funding, AVID, Character Count Program resources

Plan to Monitor Progress Toward G3. `8`

Discovery Education and FSA Assessment data

Person Responsible

Ewa Kolk

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

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`

🔑 G076799

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

🔑 B201248

G1.B3.S1 Staff professional development `4`

🔑 S212949

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 May, 2017.

Person Responsible

Paul Goricki

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

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]

🔑 G076800

G2.B3 Staff development related to Florida Standards [2]

🔑 B201251

G2.B3.S1 Implementation of AVID strategies along with support from Math Cadre and district program Math Specialist. [4]

🔑 S212951

Strategy Rationale

Organization and higher level thinking support math problem solving.

Action Step 1 [5]

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

Person Responsible

Karen White

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Inservice Logs 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 8/10/2016 to 5/24/2017

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 8/10/2016 to 5/24/2017

Evidence of Completion

Student performance data

G3. AVID and Character Count strategies will contribute to increased gains in the area of Reading. `1`

🔍 G076801

G3.B2 Staff Development `2`

🔍 B201254

G3.B2.S1 Provide staff development in the areas of academic development (AVID) and leadership (AVID and Character Counts). `4`

🔍 S212953

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 8/10/2016 to 5/26/2017

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 Character Count Programs

Person Responsible

Paul Goricki

Schedule

Semiannually, from 8/10/2016 to 5/26/2017

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 8/10/2016 to 5/26/2017

Evidence of Completion

Monthly attendance logs and student performance data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G2.B3.S1.MA1 M258569	District Math Formative Assessment, DE and benchmark Assessments along Florida Standards Assessment	White, Karen	8/10/2016	Student performance data	5/24/2017 every-2-months
G2.MA1 M258573	Measurement against Discovery Education and FSA Math Achievement	Goodwin, Kenneth	8/10/2016	Student Performance Data	5/24/2017 semiannually
G2.B3.S1.A1 A265912	AVID Staff Development and Support from Math Cadre and district Math Specialist	White, Karen	8/10/2016	Inservice Logs and trainings	5/24/2017 quarterly
G2.B3.S1.MA1 M258570	Math Formative Assessments, Discovery Education and Florida Standards Assessment	White, Karen	8/10/2016	Formative and summative data	5/24/2017 monthly
G1.MA1 M258568	Discovery Education Assessments and Florida Standards Assessments	Kolk, Ewa	8/10/2016	Increased student proficiency and gain scores	5/26/2017 quarterly
G1.B3.S1.A1 A265911	High quality Florida Standards-related professional development that meets the needs of the staff....	Goricki, Paul	8/10/2016	Professional development hours	5/26/2017 monthly
G1.B3.S1.MA1 M258565	Staff development logs	Kolk, Ewa	8/10/2016	Staff development logs, peer sharing, teacher feedback	5/26/2017 monthly
G1.B3.S1.MA1 M258564	Increased student achievement levels	Kolk, Ewa	8/10/2016	DE Data and Florida Standards	5/26/2017 monthly
G3.MA1 M258576	Discovery Education and FSA Assessment data	Kolk, Ewa	8/10/2016	Student growth and gains	5/26/2017 semiannually
G3.B2.S1.MA1 M258574	Attendance and student performance on formative assessments	Goricki, Paul	8/10/2016	Monthly attendance logs and student performance data	5/26/2017 quarterly
G3.B2.S1.MA1 M258575	Calendar of Staff Development Activities will support AVID and Character Count Programs	Goricki, Paul	8/10/2016	Attendance logs from professional development activities.	5/26/2017 semiannually
G3.B2.S1.A1 A265914	Use goal setting and academic development to promote and track student achievement	Goricki, Paul	8/10/2016	Inservice rosters and attendance notes for staff development.	5/26/2017 every-6-weeks

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.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 May, 2017.

Facilitator

CES Instructional Literacy Coach

Participants

School Administration, Teachers

Schedule

Monthly, from 8/10/2016 to 5/26/2017

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 Cadre and district program Math Specialist.

PD Opportunity 1

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

Facilitator

Math Cadre and AVID Program Specialist

Participants

All instructional positions

Schedule

Quarterly, from 8/10/2016 to 5/24/2017

G3. AVID and Character Count 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 Character Counts).

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 8/10/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. 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 May, 2017.				$0.00
2	G2.B3.S1.A1	AVID Staff Development and Support from Math Cadre 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	2016-17
			0021 - Crookshank Elementary School	Title I Part A		$5,000.00
					Total:	$5,000.00