Crestview Elementary School

2017-18 School Improvement Plan

Crestview Elementary School

2201 NW 187TH ST, Opa Locka, FL 33056

http://cvwe.dadeschools.net/

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	91%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	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 Dade 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 Crestview Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [Gayle Sitter](#)	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Crestview Elementary School seeks to have every child become an effective member of our global society through a quality education in a safe, challenging, nurturing and multicultural environment.

b. Provide the school's vision statement

The mission of Crestview Elementary School is to foster academic excellence through the improvement of scientific thinking skills, hands-on project-based learning and accompanying technological advances. We promote respect for self and others and an appreciation, understanding and awareness of individual differences through multicultural activities and experiences. We provide an enriching environment which will also be safe and secure. We encourage a collaborative partnership of community, school and home.

2. School Environment

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

The school hosts and facilitates school community meetings (ie. general PTA meetings, EESAC meetings, parental workshops), and implements a school counseling program during the school year to learn about cultures and build parent-teacher-student relationships.

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

The school implements a school-wide character education program through the Values Matter Initiative; a health and fitness program; and the Code of Student Conduct via the school counseling program to promote a safe and healthy environment.

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

The school utilizes and implements the District Code of Student Conduct, school attendance program, and the school counseling program to establish and maintain behavior expectations.

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

The school implements a counseling program and RtI to identify, address, and monitor the social-emotional/academic needs of students to ensure that needs are being met. In addition, the District Code of Student Conduct and character education is infused and enforced within the school community.

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

The school's Early Warning Systems include attendance Below 90%; retention 1 or more retentions within grades K-5; Reading SAT/FSA Scale Score Level 1/2; Math SAT/FSA Scale Score Level1/2; in-school suspensions; and major/minor incidents.

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	4	2	2	4	3	3	0	0	0	0	0	0	0	18
Level 1 on statewide assessment	1	2	5	8	8	16	0	0	0	0	0	0	0	40

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	2	1	8	5	13	19	0	0	0	0	0	0	0	48

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

The school implements and facilitates the following intervention strategies:
- Wonder Works Reading Intervention Pk - 5
- School Attendance Incentive Program Pk - 5
- iReady Reading & Math Intervention Program K-5

The school's EWS systems include:
- Monitoring Students Attendance via iAttend
- Monitoring of retained students and providing intervention and RtI
- Monitoring of student performance and providing intervention and RtI

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?
No

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

2. Description

Crestview Elementary will continue to facilitate PTA meetings and EESAC meetings throughout the school year. Crestview Elementary encourages participation at District Citizen's Advisory Committee meetings, Town Hall Meetings, and Student Recognition events. Crestview Elementary maintains the Parent Resource Room to provide on-going assistance and support to parents and other stakeholders.

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

The school facilitates bi-monthly PTA general meetings, bi-monthly EESAC meetings, Annual Principal Today Event, Annual Career Day Event and the District Volunteer Program to secure and sustain community support and resources.

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
Kerr, Maria	Principal
Gonzalez, Darlene	Assistant Principal
Murray, Shanikqua	Instructional Coach
Moorer, Lecia	Guidance Counselor
Guerrier, Ketshner	Instructional Coach

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making; ensures that the school-based team is properly implementing interventions; conducts assessment effectiveness of RtI skills of school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Assists the principal with activities listed above; oversees the school's Special Education (SPED) Department to ensure the Students with Disabilities (SWD) subgroup population demonstrates continuous progress as delineated in their Individual Education Plan (IEP) while working toward achievement of goals based on standards.

Reading Coach: Provides professional development and classroom follow-up on best practices in English Language Arts (ELA) and other integrated core subjects; coordinates pull-out intervention activities; assists with benchmark assessments and progress monitoring data; and coordinates intervention for small groups of students in ELA.

Math Coach: Provides professional development and classroom follow-up on best practices in Mathematics and other integrated core subjects; coordinates pull-out intervention activities; assists with benchmark assessments and progress monitoring data; and coordinates intervention for small groups of students in Mathematics.

Counselor- Addresses and monitors the social-emotional needs of students; infuses character education through the "Values Matters Miami" Initiative throughout the school day; monitors student behavior utilizing the Student Code of Conduct; and implements individual and group counseling sessions when needed.

The RtI team meets to analyze summative data, progress monitoring data, standards/skills assessment data, and makes instructional decisions based on this data as appropriate.

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

Instructional priorities are identified by conducting a periodic thorough analysis of data by subject and reporting category. The MTSS/RtI Leadership Team reviews all strategies/action steps associated with each objective. The team recommends possible deletions of strategies that were not successful, recommends new strategies, and fine-tunes existing strategies to maximize efficiency and effectiveness.

Title I
Crestview Elementary School will use Title I funds to purchase Transformation Coaches and Interventionists to assist with Professional Development, intervention groups, and other academic initiatives. Title 1 funds are also used to purchase a hourly Community Involvement Specialist to assist parents and encourage parental involvement, maintain the parent resource room and provide and/or schedule parent workshops.

The District coordinates with Title II and Title III ensuring staff development needs are provided. Transformation Coaches develop, lead, and evaluate school core content standards/programs; identify systematic patterns of student needs 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; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program and special support services to special needs populations.

Nutrition Programs
1) Crestview Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.
2) Crestview Elementary was recognized as a Silver Award by the Healthy School Alliance.
3) Nutrition education, as per state statute, is taught through physical education.
4) Crestview Elementary's Food Service Program, school breakfast, school lunch, and after care snacks,
follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

Crestview Elementary School will involve parents in the planning and implementation of the Title I Program and extend an open invitation to our school's parent resource center in order to inform parents regarding available programs and other referral services.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Maria Kerr	Principal
Sharon Benjamin	Teacher
Katherine Stofan	Teacher
Gwen Watkis	Education Support Employee
Jennifer Paulk	Parent
Rochelle Prosser	Parent
Khalilah Fenderson	Parent
Shanese Dorsey	Parent
Shawanda Woods	Parent
Maria Viera	Teacher
Marilyn Lightbourn	Teacher
Odney Pierre	Teacher
Widlene Pierre	Parent
Mirza Zaldivar	Teacher
Diane Dority	Business/Community
Franane Colas	Parent
Gabriel Watson	Business/Community
Katie May-Taylor	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

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

The SAC met to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviewed the School Improvement Plan (SIP) and annual budget.

b. Development of this school improvement plan

The SAC met to discuss school performance data to determine the school's needs, address how those needs will be met and the strategies that will be implemented. The SAC reviewed the SIP and annual budget.

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

The SAC will review the SIP and annual budget. Proposals for the allocation of SAC funds will be submitted, reviewed, and approved by the SAC.

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

SAC school improvement funds were used to enrich and supplement the school-wide curriculum program and focus on student academic achievement. The amount of $1,700 was used to provide incentives for academic achievement.

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
Kerr, Maria	Principal
Gonzalez, Darlene	Assistant Principal
Murray, Shanikqua	Instructional Coach
Moorer, Lecia	Guidance Counselor
Guerrier, Ketshner	Instructional Coach

b. Duties

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

Major initiatives of the LLT are to analyze data and develop school programs/activities that assist with raising student achievement in ELA, Mathematics, and Science (and related core subject areas). Examples include: Revamping the school's monthly standards/skills assessment program to correlate with the Florida Standards; providing PD to teachers; developing an intervention schedule; providing small group intervention activities for at-risk students; and developing school-wide activities and initiatives to motivate reading and mathematics at all grade levels.

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

Crestview Elementary School's leadership team encourages positive working relationships between teachers through common planning time and other collaboration opportunities. Grade-level leaders, department chairpersons, and instructional staff are provided opportunities to attend professional development workshops, meetings and conferences to gain current educational insight and share valuable information with their colleagues.

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

The principal and assistant principal will:
- Communicate with human resources to identify highly qualified personnel to fill needed positions
- Maintain a student centered learning environment that is safe, organized and collaborative

- Facilitate continuous professional development
- Facilitate teacher autonomy and build leadership capacity

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

Miami-Dade County Public Schools uses supplemental funds for improving basic education as follows:
• training to certify qualified mentors for the New Teacher (MINT) Program
• training for add-on endorsement programs, such as Reading, Gifted, ESOL
• training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

The school leadership will provide:
- structured guidance for all new personnel and personnel new to a grade level
- paired mentors to support with the daily school organization and procedures
- ongoing professional growth
- collaboration sessions to plan and prepare for instruction

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

The school utilizes the District adopted Core Instructional Materials, District created Pacing Guides, collaboration sessions, and ongoing professional development to ensure the instructional program is aligned to 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 school collects multiple data points both formally and informally throughout the school year. Data is analyzed during collaboration sessions, structured data chats, and within grade-level groups, and then aligned with the Florida Standards to provide quality, effective and rigorous instruction. Differentiated instructional blocks, intervention blocks and enrichment blocks are built into teacher's schedules to provide instruction and support directly aligned to student needs.

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: 1,200

The school will implement after-school thematic activities to assist with student engagement in academics.

Strategy Rationale

The school will provide additional learning opportunities for students to support, maintain, and/or increase academic achievement.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Kerr, Maria, mjones4@dadeschools.net

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

iReady scores are reviewed monthly and adjustments are made as needed for students participating in the afterschool program. Teachers meet with students and conduct data reviews to monitor student participation, growth, and achievement. Data is also reviewed with the leadership team as part of the collaborative process.

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

Crestview Elementary School implements the following strategies in order to assist with the pre-school transition to kindergarten:
- Conduct a kindergarten orientation meeting for parents and students (August)
- Conduct Pre-K transition meeting (May)
- Middle School articulation (May)
- Promote Week of the Young Child (June)

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

N/A

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

N/A

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   If core instruction is improved in all content areas, then student achievement will increase.

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. If core instruction is improved in all content areas, then student achievement will increase. 1a

🔑 G090973

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	77.0
AMO Reading - African American	77.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	70.0
AMO Reading - ED	76.0
FSAA ELA Achievement	100.0
FSA ELA Achievement	51.0
ELA/Reading Gains	72.0
ELA/Reading Lowest 25% Gains	64.0
AMO Math - All Students	77.0
AMO Math - African American	77.0
AMO Math - Hispanic	85.0
AMO Math - SWD	72.0
AMO Math - ED	77.0
FSAA Mathematics Achievement	93.0
FSA Mathematics Achievement	41.0
Math Gains	77.0
Math Lowest 25% Gains	87.0
FCAT 2.0 Science Proficiency	44.0

Targeted Barriers to Achieving the Goal 3

- Inconsistent use of data to target the instructional needs of students during differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaboration Schedule

- Florida Standards

- School Wide Professional Development

- Technologies

- CPalms

- ETO Curriculum Support

- District Pacing Guides

- Transformation Coaches

Plan to Monitor Progress Toward G1. `8`

Leadership team will review student data to ensure that students are making progress towards the goal.

> **Person Responsible**
> Maria Kerr
>
> **Schedule**
> Monthly, from 9/25/2017 to 6/7/2018
>
> ***Evidence of Completion***
> Monthly Check Points, IReady Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/Notes

Plan to Monitor Progress Toward G1. `8`

Literacy Team will review data to ensure that students are making progress towards the goal.

> **Person Responsible**
> Maria Kerr
>
> **Schedule**
> Monthly, from 8/21/2017 to 6/7/2018
>
> ***Evidence of Completion***
> Monthly Check Points, IReady Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/Notes

Plan to Monitor Progress Toward G1. `8`

Leadership team will review data to adjust instruction and grouping to meet learning targets.

> **Person Responsible**
> Maria Kerr
>
> **Schedule**
> Monthly, from 11/6/2017 to 4/27/2018
>
> ***Evidence of Completion***
> Monthly Check Points, IReady Assessments and Topic Assessments

Plan to Monitor Progress Toward G1. `8`

Literacy Team will review data to adjust instruction and grouping to meet learning target.

> **Person Responsible**
> Maria Kerr
>
> **Schedule**
> Monthly, from 11/6/2017 to 6/7/2018
>
> ***Evidence of Completion***
> IReady Assessments, Topic Assessments, and Student Work

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   S123456 = Quick Key

G1. If core instruction is improved in all content areas, then student achievement will increase. [1]

G090973

G1.B5 Inconsistent use of data to target the instructional needs of students during differentiated instruction [2]

B245187

G1.B5.S1 Establish strategic collaborative planning sessions with Transformation Coaches to analyze data and to target students' instructional needs. [4]

S258463

Strategy Rationale

The planning sessions provide opportunity for Transformation Coaches and teachers to effectively plan for instruction.

Action Step 1 [5]

Administrators will participate in the monthly iCADS to support content area instruction.

Person Responsible

Maria Kerr

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Action Plan, iCAD schedule, agenda

Action Step 2 [5]

Transformation Coaches will participate in the monthly Transformation Coaches Cohort to support content area instruction.

Person Responsible

Maria Kerr

Schedule

Monthly, from 8/24/2017 to 5/31/2018

Evidence of Completion

Action Plan, TCC schedule, Transformation Coach logs

Action Step 3 5

Participate in the Instructional Review process and identify action steps required to eliminate the priority barrier.

Person Responsible

Maria Kerr

Schedule

Triannually, from 9/15/2017 to 5/31/2018

Evidence of Completion

Action Plan

Action Step 4 5

Leadership Team will participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.

Person Responsible

Maria Kerr

Schedule

Triannually, from 7/18/2017 to 5/31/2018

Evidence of Completion

Strategic Planning schedule, assessment data

Action Step 5 5

Principal will participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to reflect on the progress of the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.

Person Responsible

Maria Kerr

Schedule

Triannually, from 8/14/2017 to 5/31/2018

Evidence of Completion

DATA/COM schedule, presentation, sign-in sheet, follow-up notes

Action Step 6 5

Content area teams will meet weekly to conduct collaborative planning.

Person Responsible

Maria Kerr

Schedule

Weekly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Sign-in sheet, support logs, agenda

Action Step 7 5

Provide meaningful professional development during faculty meetings.

Person Responsible

Maria Kerr

Schedule

Monthly, from 8/17/2017 to 5/31/2018

Evidence of Completion

Agenda, sign-in sheet

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Leadership team will conduct classroom walk-throughs to monitor the implementation of the action plan cycles.

Person Responsible

Maria Kerr

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

Administrator walk-throughs, lesson plans, student journals, student work folders

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Leadership team will meet weekly to monitor the implementation of the differentiated instruction.

Person Responsible

Maria Kerr

Schedule

Weekly, from 9/25/2017 to 6/7/2018

Evidence of Completion

D.I. schedules, student data

G1.B5.S2 Establish strategic English Language Arts interventions and targeted, data-driven support in English Language Arts and Math through Differentiated. 4

🔑 S267705

Strategy Rationale

Targeted, data-driven intervention and instruction will provide opportunity for teachers and interventionists to effectively close the achievement gap.

Action Step 1 5

Acquisition of additional instructional personnel.

Person Responsible

Maria Kerr

Schedule

On 9/21/2017

Evidence of Completion

The reduction of class size and Teacher Schedule

Action Step 2 5

Acquisition of hourly interventionists.

Person Responsible

Maria Kerr

Schedule

On 9/21/2017

Evidence of Completion

Student logs and sign in sheets

Action Step 3 5

Provide before school, after school, and Saturday school tutoring.

Person Responsible

Maria Kerr

Schedule

Daily, from 11/1/2017 to 5/31/2018

Evidence of Completion

Attendance and student rosters

Action Step 4 5

Utilize Math Practice and Problem Solving Books to target instruction during Differentiated Instruction.

Person Responsible

Maria Kerr

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Student DI folders and teacher's lesson plans

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Instructional personnel will be monitored utilizing the IPEGS Evaluation System

Person Responsible

Maria Kerr

Schedule

Biweekly, from 9/4/2017 to 6/7/2018

Evidence of Completion

Student data, On-going progress monitoring and informal observations

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Provide daily intervention to close achievement gap

Person Responsible

Shanikqua Murray

Schedule

Daily, from 8/21/2017 to 5/31/2018

Evidence of Completion

Daily attendance logs, Student data

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Provide additional targeted instruction during tutoring sessions

Person Responsible

Maria Kerr

Schedule

Weekly, from 11/6/2017 to 4/27/2018

Evidence of Completion

Student attendance logs, observations and student data

Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Utilize materials during daily Differentiated Instruction

Person Responsible

Ketshner Guerrier

Schedule

Daily, from 11/6/2017 to 6/7/2018

Evidence of Completion

Student data; formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Personnel will receive support in implementing the use of data to target instructional needs

Person Responsible

Maria Kerr

Schedule

Weekly, from 9/21/2017 to 6/7/2018

Evidence of Completion

Coaching logs, formal/informal observations, student data

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Support will be given to assist in the implementation of daily intervention program to close achievement gap

Person Responsible

Shanikqua Murray

Schedule

Weekly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Coaching logs, student data, formal and informal observations

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

Instructors will receive support in implementing targeted instruction during tutoring sessions

Person Responsible

Shanikqua Murray

Schedule

Weekly, from 11/6/2017 to 4/27/2018

Evidence of Completion

Student attendance logs, formal and informal observations and student data

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

On-going progress monitoring through quizzes and assessments utilizing the program

Person Responsible

Ketshner Guerrier

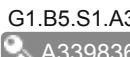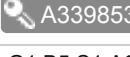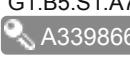### Schedule

Weekly, from 11/6/2017 to 6/7/2018

Evidence of Completion

Student attendance logs, formal and informal observations and student 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
2018					
G1.B5.S2.A1 A356114	Acquisition of additional instructional personnel.	Kerr, Maria	8/21/2017	The reduction of class size and Teacher Schedule	9/21/2017 one-time
G1.B5.S2.A2 A356115	Acquisition of hourly interventionists.	Kerr, Maria	8/21/2017	Student logs and sign in sheets	9/21/2017 one-time
G1.MA3 M380321	Leadership team will review data to adjust instruction and grouping to meet learning targets.	Kerr, Maria	11/6/2017	Monthly Check Points, IReady Assessments and Topic Assessments	4/27/2018 monthly
G1.B5.S2.MA4 M380297	Provide additional targeted instruction during tutoring sessions	Kerr, Maria	11/6/2017	Student attendance logs, observations and student data	4/27/2018 weekly
G1.B5.S2.MA7 M380312	Instructors will receive support in implementing targeted instruction during tutoring sessions	Murray, Shanikqua	11/6/2017	Student attendance logs, formal and informal observations and student data	4/27/2018 weekly
G1.B5.S1.A2 A339827	Transformation Coaches will participate in the monthly Transformation Coaches Cohort to support...	Kerr, Maria	8/24/2017	Action Plan, TCC schedule, Transformation Coach logs	5/31/2018 monthly
G1.B5.S1.A1 A339826	Administrators will participate in the monthly iCADS to support content area instruction.	Kerr, Maria	9/1/2017	Action Plan, iCAD schedule, agenda	5/31/2018 monthly
G1.B5.S2.A3 A356116	Provide before school, after school, and Saturday school tutoring.	Kerr, Maria	11/1/2017	Attendance and student rosters	5/31/2018 daily
G1.B5.S1.A3 A339836	Participate in the Instructional Review process and identify action steps required to eliminate the...	Kerr, Maria	9/15/2017	Action Plan	5/31/2018 triannually
G1.B5.S1.A4 A339844	Leadership Team will participate in strategic planning meetings to make informed and strategic...	Kerr, Maria	7/18/2017	Strategic Planning schedule, assessment data	5/31/2018 triannually
G1.B5.S1.A5 A339853	Principal will participate in Data Assessment and Technical Assistance Coordination of Management...	Kerr, Maria	8/14/2017	DATA/COM schedule, presentation, sign-in sheet, follow-up notes	5/31/2018 triannually
G1.B5.S1.A6 A339862	Content area teams will meet weekly to conduct collaborative planning.	Kerr, Maria	8/17/2017	Sign-in sheet, support logs, agenda	5/31/2018 weekly
G1.B5.S2.MA3 M380276	Provide daily intervention to close achievement gap	Murray, Shanikqua	8/21/2017	Daily attendance logs, Student data	5/31/2018 daily
G1.B5.S1.A7 A339866	Provide meaningful professional development during faculty meetings.	Kerr, Maria	8/17/2017	Agenda, sign-in sheet	5/31/2018 monthly
G1.MA1 M354866	Leadership team will review student data to ensure that students are making progress towards the...	Kerr, Maria	9/25/2017	Monthly Check Points, IReady Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/ Notes	6/7/2018 monthly
G1.B5.S2.MA1 M380273	Personnel will receive support in implementing the use of data to target instructional needs	Kerr, Maria	9/21/2017	Coaching logs, formal/informal observations, student data	6/7/2018 weekly
G1.B5.S2.MA8 M380314	On-going progress monitoring through quizzes and assessments utilizing the program	Guerrier, Ketshner	11/6/2017	Student attendance logs, formal and informal observations and student data	6/7/2018 weekly
G1.B5.S2.MA1 M380272	Instructional personnel will be monitored utilizing the IPEGS Evaluation System	Kerr, Maria	9/4/2017	Student data, On-going progress monitoring and informal observations	6/7/2018 biweekly
G1.B5.S2.MA6 M380308	Support will be given to assist in the implementation of daily intervention program to close...	Murray, Shanikqua	8/21/2017	Coaching logs, student data, formal and informal observations	6/7/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.MA1 🔑 M359437	Leadership team will conduct classroom walk-throughs to monitor the implementation of the action...	Kerr, Maria	9/25/2017	Administrator walk-throughs, lesson plans, student journals, student work folders	6/7/2018 weekly
G1.B5.S2.MA5 🔑 M380303	Utilize materials during daily Differentiated Instruction	Guerrier, Ketshner	11/6/2017	Student data; formal and informal observations	6/7/2018 daily
G1.B5.S1.MA1 🔑 M359440	Leadership team will meet weekly to monitor the implementation of the differentiated instruction.	Kerr, Maria	9/25/2017	D.I. schedules, student data	6/7/2018 weekly
G1.MA4 🔑 M380323	Literacy Team will review data to adjust instruction and grouping to meet learning target.	Kerr, Maria	11/6/2017	IReady Assessments, Topic Assessments, and Student Work	6/7/2018 monthly
G1.MA2 🔑 M380317	Literacy Team will review data to ensure that students are making progress towards the goal.	Kerr, Maria	8/21/2017	Monthly Check Points, IReady Assessments, Wonder Works PMD, Student Work, Collaboration Agendas/ Notes	6/7/2018 monthly
G1.B5.S2.A4 🔑 A356117	Utilize Math Practice and Problem Solving Books to target instruction during Differentiated...	Kerr, Maria	8/21/2017	Student DI folders and teacher's lesson plans	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If core instruction is improved in all content areas, then student achievement will increase.

G1.B5 Inconsistent use of data to target the instructional needs of students during differentiated instruction

G1.B5.S1 Establish strategic collaborative planning sessions with Transformation Coaches to analyze data and to target students' instructional needs.

PD Opportunity 1

Provide meaningful professional development during faculty meetings.

Facilitator

Principal, Assistant Principal, and Transformation Coaches, Curriculum Support Specialist

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2017 to 5/31/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B5.S1.A1	Administrators will participate in the monthly iCADS to support content area instruction.				$0.00
2	G1.B5.S1.A2	Transformation Coaches will participate in the monthly Transformation Coaches Cohort to support content area instruction.				$0.00
3	G1.B5.S1.A3	Participate in the Instructional Review process and identify action steps required to eliminate the priority barrier.				$0.00
4	G1.B5.S1.A4	Leadership Team will participate in strategic planning meetings to make informed and strategic decisions to enhance student performance based on the school's quantitative and qualitative data.				$0.00
5	G1.B5.S1.A5	Principal will participate in Data Assessment and Technical Assistance Coordination of Management (DATA/COM) to reflect on the progress of the school in order to make informed and strategic decisions that will improve student outcomes on District and State assessments.				$0.00
6	G1.B5.S1.A6	Content area teams will meet weekly to conduct collaborative planning.				$0.00
7	G1.B5.S1.A7	Provide meaningful professional development during faculty meetings.				$0.00
8	G1.B5.S2.A1	Acquisition of additional instructional personnel.				$76,454.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1161 - Crestview Elementary School	UniSIG		$76,454.00
			Notes: Notes			
9	G1.B5.S2.A2	Acquisition of hourly interventionists.				$52,367.76
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		1161 - Crestview Elementary School	UniSIG		$52,367.76
			Notes: Notes			
10	G1.B5.S2.A3	Provide before school, after school, and Saturday school tutoring.				$18,290.24
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1161 - Crestview Elementary School	UniSIG		$18,290.24
			Notes: Notes			
11	G1.B5.S2.A4	Utilize Math Practice and Problem Solving Books to target instruction during Differentiated Instruction.				$1,088.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

			1161 - Crestview Elementary School	UniSIG	341.0	$1,088.00
			Notes: Notes			
					Total:	$148,200.00