

Crystal River Primary School

School Improvement Plan 2018-2019



"Every child is a promise" and for each child we promise to create an environment that nurtures a lifelong desire to learn. Through teamwork with parents and our community, we will build a foundation of academic knowledge and skills, in order for students to become motivated learners and successful members of society. We will provide a continuum of learning experiences that are focused on the needs of the students.

EQ: How can we increase student engagement to improve student achievement?

Areas of Focus:

1. 5-D Student Engagement (especially science and math)
2. Cross-Curricular Thematic Teaching Units
3. Analyze Student Data to Drive Instruction

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Schedule PD focusing on student engagement in all content areas <ol style="list-style-type: none"> a. Interactive reading strategies (Core Connections, Comprehension Connections, Close Reading) , hands on activities for math and science, offering Wise Wednesday PD provided by teacher leaders, District TOSAs, etc. b. Schedule TIP sessions open to all staff focusing on best practices c. Launch Science curriculum to increase interactive inquiry based lessons d. Utilize Sanford Inspire On Demand Modules e. Enhance the use of "Response to Learning Target" 2. Develop Cross-Curricular Thematic Teaching Units <ol style="list-style-type: none"> a. Provide time for collaboration and unit development b. Provide resources books, technology, and community resources c. Involve District TOSAs d. Meet with Literacy Committee Quarterly 3. Evaluate Student Data to drive instruction <ol style="list-style-type: none"> a. Revise process for individualized student interventions b. Data Days with teachers every six weeks 	<p>Walk-through and Observation Data</p> <p>Review of lesson plans with feedback to teachers</p> <p>Monthly progress monitoring of bottom quartile Data Days to monitor student progress</p>	<p>Citrus Assessments at all grade levels will increase by 3%.</p> <p>Students scoring at or above Level 3 on any statewide assessment will increase by 3%.</p> <p>Students showing learning gains in ELA and Math will increase by 5%</p>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Core Content Areas (cont.)		



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Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Behavior	<p>1. PBS processes will be continued- monthly and quarterly events</p> <ul style="list-style-type: none"> a. Paws-i-tive Stickers "Roaring Success" b. Positive Referrals will be expected to be written by teachers- at least 3/month c. Create a support system for connecting at-risk students and staff (Care Bears) <p>2. Provide PD for Sanford Harmony and implement in classrooms</p> <p>3. Behavior K-2 Unit</p> <p>4. Revise the Discipline Process</p> <ul style="list-style-type: none"> a. Meet Quarterly with Discipline Committee b. Implement Restorative Justice 	<p>Percent of students eligible for PBS each quarter will be at or above 85%</p> <p>Monitor the number of office referrals and compare to last year</p> <p>Monitor teachers' use of Sanford Harmony in the classrooms through observations and lesson plan reviews</p>	<p>Number of discipline referrals will decrease by 10%</p> <p>Every teacher will submit 3 positive referrals per month for their individual classroom</p>
Other			

School Grades									
2010	2011	2012	2013	2014	2015	2016	2017	2018	
A	A	A	B	B	C	A	C	C	



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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts **or** mathematics
 - iv. Grades K-2: "High Risk" on FastBridge earlyReading and/or earlyMath assessments
 Grades 3-5: Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Students with 2 or more risk factors will be closely monitored and PMPs developed if needed. The intervention strategies listed below describes our processes.

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1
KDG	21	20	9	32
Grade 1	20	27	13	25
Grade 2	8	12	3	12
Grade 3	10	7	5	27
Grade 4	18	35	5	47
Grade 5	6	16	5	26

	Two or More EWS Indicators
KDG	16
Grade 1	19
Grade 2	7
Grade 3	8
Grade 4	32
Grade 5	11

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

CST Meetings are held as needed for students with excessive absences. the social worker may work with families to provide support.

BLT meetings are held bi-monthly to discuss students with OSS and ISS. Any student with 2 major referrals are placed on a behavior PMP. We have also been assigned a district behavior TOSA who observes students in classes and makes recommendations to teachers.

Students who are struggling academically are identified at DATA meetings held every 6 weeks

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

Teams meet every Thursday for collaborative planning. They also have common planning time every day for 50 minutes, as well as 50 minutes in the mornings. Staff sharing sessions and professional development sessions are held weekly on Wednesday mornings. Two of those mornings are optional and based on teacher needs. On Professional Development days, teams of teachers work together to apply strategies and best practices for instruction. To encourage positive relationships among staff, we offer a monthly breakfast celebration, hold staff events in and out of school, and provide processes to encourage staff recognition and rewards.

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

A variety of methods are used to ensure standards based instruction. Administrators review lesson plans periodically, do daily walk through observations in classrooms, provided feedback to teachers based on observations and provide professional development focused on academic instruction. Additionally, the weekly staff newsletter may contain articles of interest, and the Tech TOSA provides resources and will model lessons for teachers. The TIP program meets bi-monthly to share standards based practices and informative professional development. The Title 1 team and TOSA provide information and model lessons for all teachers.

6. 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.

Data days are held every 6 weeks to review data on all students. Teachers develop a chart that indicates previous levels (FSA, CA, FB, ESGI, etc) and closely monitor how students are progressing. The MTSS process is strong and students are moved from Tier 1 to 2 at the classroom level when teachers observe difficulties. The student is then moved to a Tier 3 if the gap is not diminishing. For students in Tier 2, the classroom teacher provides extra instruction while a paraprofessional works with the other students. At Tier 3, the students work with Title 1 teachers in a small group setting, in addition to their Tier 2 time with the classroom teacher.