

The School District of Palm Beach County

Crystal Lakes Elementary School



2018-19 Schoolwide Improvement Plan

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Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

<https://cyle.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	48%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Crystal Lakes Community Elementary School unites staff, parents, and community to create a child-centered environment of lifelong learners where all students achieve.

Provide the school's vision statement.

Our vision at Crystal Lakes Elementary School consists of developing the whole child. Through collaboration with the students, staff, parents and community, we will strive to mold each child, regardless of background, into a lifelong learner and responsible citizen.

School Leadership Team

Membership

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

Name	Title
Curcio Greaves, Diane	Principal
Pennington, John	Assistant Principal
Lindgren, Laura	Teacher, K-12
Morse, Sanna	Teacher, K-12
Noon, Maria	Teacher, K-12
Yurick, Claudia	Teacher, K-12
Oakley, Herele	School Counselor
benson, penny	Teacher, K-12
valdes, dilcia	Teacher, K-12
vanner, tara	Teacher, ESE

Duties

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

The teachers serve as grade chairs. They disseminate information from administration to their teams. They monitor the PLC meetings, take notes, lead discussions and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to administration and/or the SAC members.

Early Warning Systems

Year 2017-18

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	10	14	11	13	16	15	0	0	0	0	0	0	0	79
One or more suspensions	3	1	3	1	0	3	0	0	0	0	0	0	0	11
Course failure in ELA or Math	11	26	12	16	10	6	0	0	0	0	0	0	0	81
Level 1 on statewide assessment	0	0	0	12	16	29	0	0	0	0	0	0	0	57

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	4	5	0	12	8	13	0	0	0	0	0	0	0	42

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	8	5	8	0	0	0	0	0	0	0	21
Retained Students: Previous Year(s)	0	0	0	7	4	8	0	0	0	0	0	0	0	19

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	11	4	14	16	4	0	0	0	0	0	0	0	60
One or more suspensions	0	1	0	0	4	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	22	17	14	21	11	4	0	0	0	0	0	0	0	89
Level 1 on statewide assessment	0	0	0	18	23	21	0	0	0	0	0	0	0	62

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	6	2	2	12	11	7	0	0	0	0	0	0	0	40

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	11	11	4	14	16	4	0	0	0	0	0	0	0	60
One or more suspensions	0	1	0	0	4	2	0	0	0	0	0	0	0	7
Course failure in ELA or Math	22	17	14	21	11	4	0	0	0	0	0	0	0	89
Level 1 on statewide assessment	0	0	0	18	23	21	0	0	0	0	0	0	0	62

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	6	2	2	12	11	7	0	0	0	0	0	0	0	40

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

When looking at our data, we see our ELL Female had 17% gains in Math. 40% of our SWD females scored 3+ in Math and 35% scored 3+ in ELA. Looking at Science, our gains were: 38%, 50% (L25) and 40%.

Which data component showed the greatest decline from prior year?

When comparing our data from the prior year, we see our 5th grade Math fell from 77% to 67% (levels 3+).

Our 5th grade Science dropped 69% to 60%

Which data component had the biggest gap when compared to the state average?

We did not have a gap. We were above the state average in all areas.

Which data component showed the most improvement? Is this a trend?

3rd grade Math: our score went from 70% to 79% and our 3rd grade ELA went from 67% to 75%. We also made an improvement in 4th grade ELA- we went from 71% to 76%.

Describe the actions or changes that led to the improvement in this area.

Last year we provided professional development to assist in these areas. The teachers participated in training for

IReady- Math and ELA. We had an earlier start in tutoring for math and ELA. We provided tutoring in the summer program in Writing. We scheduled more instructional time for ESE students. The Wildly Important Goal (WIG) for the school was to focus on L25.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	71%	57%	56%	70%	52%	52%
ELA Learning Gains	59%	61%	55%	65%	56%	52%
ELA Lowest 25th Percentile	58%	56%	48%	49%	51%	46%
Math Achievement	74%	65%	62%	72%	61%	58%
Math Learning Gains	66%	63%	59%	69%	61%	58%
Math Lowest 25th Percentile	53%	53%	47%	47%	51%	46%
Science Achievement	60%	56%	55%	62%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	10 (11)	14 (11)	11 (4)	13 (14)	16 (16)	15 (4)	79 (60)
One or more suspensions	3 (0)	1 (1)	3 (0)	1 (0)	0 (4)	3 (2)	11 (7)
Course failure in ELA or Math	11 (22)	26 (17)	12 (14)	16 (21)	10 (11)	6 (4)	81 (89)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (18)	16 (23)	29 (21)	57 (62)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	75%	56%	19%	57%	18%
	2017	68%	54%	14%	58%	10%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	76%	58%	18%	56%	20%
	2017	61%	57%	4%	56%	5%
Same Grade Comparison		15%				
Cohort Comparison		8%				
05	2018	57%	59%	-2%	55%	2%
	2017	57%	52%	5%	53%	4%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	79%	63%	16%	62%	17%
	2017	68%	62%	6%	62%	6%
Same Grade Comparison		11%				
Cohort Comparison						
04	2018	73%	63%	10%	62%	11%
	2017	74%	64%	10%	64%	10%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
05	2018	67%	66%	1%	61%	6%
	2017	77%	61%	16%	57%	20%
Same Grade Comparison		-10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	59%	56%	3%	55%	4%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	56	59	56	61	63	56	53				
ELL	50	73		46	36						
ASN	83	83		78	75						
BLK	55	64	67	71	71	70	60				
HSP	70	59	61	63	57	47	42				
MUL	75	60		67	80						
WHT	74	55	44	80	68	48	65				
FRL	65	65	59	69	65	55	57				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	45	41	29	49	59	40	36				
ELL	13	21		42	50						
ASN	81			88							
BLK	35	33	7	58	58	25	50				
HSP	58	46	36	74	74	80	76				
MUL	57			57							
WHT	71	61	54	79	67	48	69				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	50	47	27	63	58	41	56				

Part III: Planning for Improvement
 Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Supporting LTO #1, we will increase reading on grade level by 3rd grade.
Rationale This year, our third grade met 75% proficiency. We should be able to reach 80%. Our ELL and SWD females did not make significant gains. With more instruction and monitoring, they will increase proficiency.
Intended Outcome Improve ELA proficiency in grades 3rd, 4th and 5th to 80% to be stay above the target for meeting the LTO of the Strategic Plan by 2021.
Point Person tara vanner (tara.vanner@palmbeachschools.org)

Action Step

Description PLCs will analyze reading student achievement based on data to define student instructional goals and plan effective and relevant instruction. (Grade chairs will be the immediate person watching)
 Monitor ELL and SWD females for reading proficiency. Provide resources to supplement curriculum.
 Provide tutoring.
 Use LLI and Wilson for small group iii.
 Evaluate iii materials for effectiveness.
 Provide continued professional development in small group rotation, RRR, Wilson, Foundations, Iready.
 Create a book study on Mindset.
Person Responsible Diane Curcio Greaves (diane.curcio-greaves@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Monitor the minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation. Conduct data chats, review district assessments, I-Ready Reading reports and EDW Reading reports.
Person Responsible Diane Curcio Greaves (diane.curcio-greaves@palmbeachschools.org)

Activity #2

Title Supporting LTO #2, If we deliver effective and relevant instruction in Math and Science to meet the needs of all students, then we will ensure increasing high school readiness.

Rationale This year, our fifth grade stayed the same in ELA, and went down in Math and Science. Our ELL and SWD females did not make significant gains. With more instruction and monitoring, they will increase proficiency.

Intended Outcome Improve Math and Science proficiency in grades 3rd, 4th and 5th to be on target for meeting the LTO of the Strategic Plan by 2021.

Point Person Diane Curcio Greaves (diane.curcio-greaves@palmbeachschools.org)

Action Step

Description PLCs will analyze math and science student achievement based on data to define student instructional goals and plan effective and relevant instruction (grade chairs will be immediate person watching.)
Monitor ELL and SWD females for proficiency. Provide resources to supplement curriculum.
Provide tutoring
Students will engage learning through small group instruction including extended learning opportunities that support individualized /differentiated instruction to include the infusion of content required by Florida Statute 1003.42 (2) and SB Policy 2.09 pertaining to Single School Culture.
Our fifth grade focuses on the Holocaust studies, and culminates with a visit to the United States Holocaust Memorial Museum in Washington, D.C.
Provide continued professional development in small group rotation, Iready.
Create a book study on Mindset.
Provide a positive and supportive school climate through social emotional learning (SEL) services. Continue to implement Sanford Harmony lessons aligning with our CHAMPS and Bobcat Way.

Person Responsible Diane Curcio Greaves (diane.curcio-greaves@palmbeachschools.org)

Plan to Monitor Effectiveness

Description Monitor the minutes from PLCs, Professional development sign in sheets, lesson plans, teacher observation. Conduct data chats, review district assessments, I-Ready reports and EDW Math reports. With Mrs. Oakley, provide professional development for Sanford Harmony and monitor lesson plans for weekly morning meetings.

Person Responsible Diane Curcio Greaves (diane.curcio-greaves@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Crystal Lakes has a very positive relationship with parents. We regularly solicit feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. During Open House, academic focus night (curriculum night) we ensure non-threatening methods of introducing parents to teachers and administrators. We have introduced Donuts for Dads and Muffins for Moms, encouraging the father and mother figures to become more involved in their child's education. We open our computer lab and offer tutorials to parents who are unfamiliar with Messenger and Gateway SIS and other forms of educational technology. We communicate classroom and school news to parents through Messenger and/or provide hard copies. We are introducing Gateway Parent Link to replace Remind. We have increased use of shout out calls. We translate the communication in Spanish, Creole, and Portuguese- our 3 major languages. Our teachers send positive notes, letters, and phone calls home.

Through our school counseling program (Student Development Plan), we offer parent meetings and workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary), and developing growth mindsets in children.

PFEP Link

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

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.

Our school-based team meets weekly to discuss students with barriers to academic and social success. Mentors are assigned to students identified with SEL concerns.

We have a Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

We provide Instruction and various campus activities that address social/emotional needs of students; We connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc);

We have developed and implemented a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

The school counselor provides a differentiated delivery of services based on student/school need. She offers classroom guidance, workshops, and assemblies. She also offers focused small group counseling, and intensive supports (individual counseling/advisement, referral to community resources). We utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Crystal Lakes offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards

adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Crystal Lakes, we engage in many transition activities. Prior to the first day of school, kindergarten teachers screen incoming kindergarten students. We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. We hold a kindergarten round-up in late spring. The PowerPoint presentation is then linked to our website. The guidance counselor and administration host a welcome to all the new families who have joined the Crystal Lakes' family.

We have a staggered start for the first 3 days allowing the teachers to really get to know their students in small groups. On day 4, all attend. Pre-K and kindergarten parents are invited to a "Boo Hoo" breakfast immediately after the morning bell. This gives them an opportunity to meet other pre-k and kindergarten families.

Our Pre-K students practice kindergarten routines, such as carrying a tray, eating at the cafeteria tables, etc. by eating breakfast in the cafeteria the last month of school.

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.

Using MTSS, a systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports. Students who need instructional intervention beyond what is provided universally for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity.

Teachers collect data (weekly) , progress monitor, and meet with the School Base Team (SBT) for case reviews every six weeks. Parents are kept apprised during this process. At the conclusion of the interventions, a meeting is held with the SBT and parents and a recommendation to continue or discontinue providing service is made.

Our school integrates Single School Culture by sharing our norms, beliefs, values, and goals. Our result has produced consistency in practice. Each year, we review our mission statement and our beliefs. One belief includes teaching the children to have respect and appreciation of multicultural diversity. Another belief is providing a safe nurturing environment that encourages our students to succeed academically, socially, and civically. We incorporate all our beliefs in our first 10 day plan. Our mission and vision are shared with the parents and students through written communication, meetings, and our website.

To support social emotional learning, we have implemented Sanford Harmony and embraced SCHOOL-WIDE POSITIVE BEHAVIOR SUPPORT (sw-PBS). sw-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior.

At Crystal Lakes, our sw-PBS is the Bobcat Way "We Care". Teachers have been teaching the children "the Bobcat Way-We "Care": Care, Attitude, Respect, and Engage. This is shared with the parents and students through written communication, meetings, and our website.

The school counselor and administration have added "coffee talk" meetings for parents with different topics bimonthly. We are part of three schools where the counselors provide a series of topics and all

parents from the three schools are invited. Our PTA meets bimonthly. Our School Advisory Council (SAC) meets monthly and minutes are then posted for the public.

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

We promote a college-going culture where students are encouraged to aim high. We take pride in fostering a college-going culture and support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include wearing your favorite college shirt/jersey, our presenters during career day incorporate their alma marta in their presentation, college students often volunteer at our school, and we are very accomodating to our staff who visit college campuses, take their children to school, and bringing back brochures to display in our college corner in the media center.

We introduce students to the value of work by using career mapping to identify, understand and appreciate the various jobs and careers within their own families.

We nurture confidence in students to aspire all students to graduate collage and career ready. We create early awareness that connects academic performance (doing homework, positive attitude, coming to school on time, etc.) to attaining grade level promotion. We rely on our School Based Team to identify students having academic and/or behavior difficulties to ensure early interventions.

Part V: Budget

Total:	\$3,924.60
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