Crystal Lake Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

http:// schools.polk-fl.net/crystallakeelementary

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	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	F*

School Board Approval

This plan is pending approval by the Polk 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 Lake Elementary School will strive to create an enriching, encouraging, and engaging environment. We will collaborate with staff, students, parents to incorporate real-world experiences while preparing to S.O.A.R.

Provide the school's vision statement.

To provide all students with a safe, consistent learning environment where every student will S.O.A.R.

School Leadership Team

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

Name	Title
Fowler, Kristan	Principal
Perry, Swanyetta	Assistant Principal
Skeates, Shannon	Instructional Coach
Freebern, Geoff	Psychologist
McCullough, Shawanda	Instructional Coach
Thomas, Patricia	School Counselor
Salas, Christina	Teacher, K-12

Duties

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

Kristan L. Fowler, Principal
Swanyetta Perry, Assistant Principal,
Shannon Skeates, Reading Coach: plan on a weekly basis with all Grade teams, provide coaching support to all Grade teams, provide modeling and coaching cycle for all new instructional staff and provide research-based resources for all instructional staff in ELA.
Leslie Fernbaugh, Math Coach: plan on a weekly basis with all Grade teams, provide coaching support to all Grade teams, provide modeling and coaching cycle for all new instructional staff and provide research-based resources for all instructional staff in MATH and Science.
Patricia Thomas, Guidance Counselor: meet with individual teachers to create MTSS plans for students who are not successful in tier 1, schedule and meet with teachers to review and create IEPs, meet with parents as needed and Chair PBIS committee.
Christina Salas, Title 1 Facilitator: schedule and provide parental and Family engagement activities, provide materials for parents to help their children at home, schedule mentors with assigned students
Responsibilities of the Leadership Team will be to collaborate on a weekly basis to analyze data and make improvements to instructional processes.

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	19	25	18	24	9	26	0	0	0	0	0	0	0	121
One or more suspensions	5	12	9	18	22	13	0	0	0	0	0	0	0	79
Course failure in ELA or Math	3	3	7	26	11	9	0	0	0	0	0	0	0	59
Level 1 on statewide assessment	0	0	0	46	28	22	0	0	0	0	0	0	0	96

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	1	3	4	36	23	23	0	0	0	0	0	0	0	90

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	2	1	0	21	0	0	0	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	0	5	15	31	20	11	0	0	0	0	0	0	0	82

Date this data was collected

Friday 7/20/2018

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	16	25	10	17	12	7	0	0	0	0	0	0	0	87
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	5	2	2	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	0	0	0	0	0	0	0	88

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	5	2	5	8	7	0	0	0	0	0	0	0	29

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	16	25	10	17	12	7	0	0	0	0	0	0	0	87
One or more suspensions	0	1	0	0	1	3	0	0	0	0	0	0	0	5
Course failure in ELA or Math	2	5	2	2	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	24	34	30	0	0	0	0	0	0	0	88

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	5	2	5	8	7	0	0	0	0	0	0	0	29

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?

Math performed the lowest overall and it is a trend at Crystal Lake Elementary School.

Which data component showed the greatest decline from prior year?

ELA showed the greatest decline from prior year.

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

Math had the biggest gap when compared to the district.

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

For the 2018 test year, math showed the most improvement and this is not a trend.

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

The actions that led to this improvement were consistent, rigorous, daily instruction by a dedicated and focused instructional leader.

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	28%	50%	56%	29%	48%	52%
ELA Learning Gains	50%	51%	55%	38%	49%	52%
ELA Lowest 25th Percentile	50%	45%	48%	39%	42%	46%
Math Achievement	29%	58%	62%	24%	54%	58%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Learning Gains	52%	56%	59%	36%	52%	58%
Math Lowest 25th Percentile	41%	44%	47%	33%	41%	46%
Science Achievement	40%	53%	55%	26%	46%	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	19 (16)	25 (25)	18 (10)	24 (17)	9 (12)	26 (7)	121 (87)
One or more suspensions	5 (0)	12 (1)	9 (0)	18 (0)	22 (1)	13 (3)	79 (5)
Course failure in ELA or Math	3 (2)	3 (5)	7 (2)	26 (2)	11 (0)	9 (0)	59 (11)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	46 (24)	28 (34)	22 (30)	96 (88)

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	24%	51%	-27%	57%	-33%
	2017	24%	53%	-29%	58%	-34%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	28%	48%	-20%	56%	-28%
	2017	31%	51%	-20%	56%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		4%				
05	2018	30%	50%	-20%	55%	-25%
	2017	38%	44%	-6%	53%	-15%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	19%	56%	-37%	62%	-43%
	2017	27%	58%	-31%	62%	-35%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	26%	57%	-31%	62%	-36%
	2017	30%	60%	-30%	64%	-34%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	40%	56%	-16%	61%	-21%	
	2017	25%	47%	-22%	57%	-32%	
Same Grade Comparison		15%					
Cohort Comparison		10%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	34%	51%	-17%	55%	-21%	
	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	9	29	44	5	28	33	17				
ELL	39	62		45	64						
BLK	13	51	47	14	45	46	13				
HSP	37	53		38	52		69				
WHT	37	43		38	61		46				
FRL	27	51	48	28	49	39	40				

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	6	33	33	3	39	33					
ELL	26	54		26	52		19				
BLK	16	57	56	11	37	46	17				
HSP	41	56	50	41	55	45	33				
WHT	40	50		30	46	27	30				
FRL	26	50	47	24	46	37	27				

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	Improving Core Instruction in ELA
Rationale	A decrease in ELA proficiency from 33% down to 28% reveals the need for professional development on guided reading groups, focusing on learning targets and standards-based instruction.
Intended Outcome	Students in Grades 3-4-5 will increase in achievement level from 28% to 40% in ELA on the 2019 State assessment.
Point Person	Kristan Fowler (kristan.fowler@polk-fl.net)

Action Step	
Description	Provide professional development from CEL on understanding text complexity, teaching students how to choose a just right book and how to use these books to increase vocabulary/comprehension. Weekly plan rigorous, standards-based instruction focusing on learning targets and implement with fidelity. Increase the number of books read by each student.
Person Responsible	Shannon Skeates (shannon.skeates@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Daily classroom visits and walk throughs in every classroom.
Person Responsible	Kristan Fowler (kristan.fowler@polk-fl.net)

Activity #2	
Title	Improving Core Instruction in MATH
Rationale	A slight increase in MATH proficiency from 27% up to 29% reveals the need for knowledge of basic facts in every grade level and a focus on learning targets and standards-based instruction.
Intended Outcome	Students in Grades 3-4-5 will increase in achievement level from 29% to 40% in MATH on the 2019 State assessment.
Point Person	Kristan Fowler (kristan.fowler@polk-fl.net)

Action Step	
Description	Focus on foundational skills by implementing SMAD and daily facts drill and practice, adding rhythm and movement to math lessons for engagement. Weekly plan rigorous, standards-based instruction focusing on learning targets and implement with fidelity.
Person Responsible	Shawanda McCullough (shawanda.mccullough@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Daily classroom visits and walk throughs in every classroom.
Person Responsible	Kristan Fowler (kristan.fowler@polk-fl.net)

Activity #3	
Title	Discipline
Rationale	Discipline referrals doubles over the previous year.
Intended Outcome	Discipline referrals across all grade levels will decrease by 50% in the 2018 - 2019 school year.
Point Person	Swanyetta Perry (swanyetta.perry@polk-fl.net)

Action Step	
Description	Implement the House system including Courage, Loyalty, Integrity and Perseverance. Revisit CHAMPS procedures by setting the expectation for movement, transitions, small group instruction and whole group instruction. Continue communicating SOAR expectations with parents in the agenda daily. Consistently implement the behavior tracking form with fidelity including parent signatures. Increase student awareness in each area through the close circuit system during WCLE News Show.
Person Responsible	Swanyetta Perry (swanyetta.perry@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Administrative visibility with daily classroom visits and walk throughs in every classroom and around campus including walkways and cafeteria.
Person Responsible	Swanyetta Perry (swanyetta.perry@polk-fl.net)

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.

School will use Parent Involvement Plan to meet requirements.

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.

A Parent Involvement Specialist at Crystal Lake Elementary operates a Parent Involvement Center. The school guidance counselor works with students who need to confide in an adult, build relationships with at risk students, and answers questions and requests of students who have academic or emotional needs. The school psychologist works alongside with the guidance counselor and helps the students to better understand their individual needs and to resolve their problems and issues. The mental health counselor visits students with identified needs for counseling at least once a week. Teachers volunteer to stay after school and offer At-Risk Youth Mentoring with students. South Eastern University sends

college students to Crystal Lake Elementary; these college students work one-on-one with students, functioning as mentors to the students. A school mentoring program is in place for targeted students in grade 5. Staff members stay after school weekly to plan activities, lessons and field trips. Students are taught how to be responsible, respectful and mature young ladies and gentleman.

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

Florida requires that communities collaborate to prepare children and families for children's success in school. Crystal Lake supports the transition from preschool to elementary school in many ways. Our school has 2 Head Start units each staffed with 1 Head Start Teacher and 1 CDAT paraprofessional; 2 ESE Pre-kindergarten units staffed with certified teachers and highly qualified paraprofessionals. Child Find is available to assist families of preschoolers with low readiness rates. The following three government-supplemented programs emphasizing school readiness are available in our area: Head Start, School Readiness Program, Florida Voluntary Pre-K Program and Youth and Family Alternatives, Inc. Our Kindergarten staff works closely with the pre-kindergarten and area preschool providers to insure a smooth transition-to-school. Our pre-kindergarten classes and area preschools are invited to tour our school and kindergarten classrooms. Kindergarten Teachers as well as office staff collaborate to offer a "Kindergarten Round Up" conducted in the spring of every school year to introduce the incoming kindergartners and parents to Crystal Lake Elementary. Newsletters, flyers and other important information are sent home to our Pre-K students and families announcing happenings and expectations for school. Pre-K parents have the opportunity to visit the school and receive handouts dealing with kindergarten expectations. Kindergarten students are assessed using the FLKRS process throughout the school year. This data is used to indicate the students' development and readiness for school as well as monitoring progress. Our school allocates funds from our Title 1 budget to implement activities to help with the transition from Pre-K to Kindergarten. Parent surveys and evaluation components are used to evaluate the quality and effectiveness of the plan and transition programs.

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 MTSS Leadership Team will have focus meetings on how to improve school/teacher effectiveness and student achievement.
The MTSS Leadership Team will meet at least once per month:
• Review school-wide, grade level, and teacher data to problem solve needed interventions on a systemic level and identify students meeting/exceeding benchmarks as well as those at moderate or high risk for not meeting benchmarks.
• Help referring teachers design feasible strategies and interventions for struggling students by collaborating regularly, problem solving, sharing effective practices, evaluating implementation, assist in making decisions for school, teacher, student improvement.
• Focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Title I, Part A
*funds school-wide services
*provide supplemental instructional resources and interventions for students with academic achievement needs.
*after-school and summer instructional programs,
supplemental instructional materials

*resource teachers
*technology for students
*professional development for the staff
*resources for parents.

Title II
Professional development resources are available to all schools through Title II funds. School Technology Services provide technical support, technology training, and licenses for software.

Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Violence Prevention Programs
Crystal Lake Elementary provides violence and drug prevention programs in order to promote a safe school environment.
Nutrition Programs
Crystal Lake Elementary is part of a grant that provides free breakfast and lunch to 100% of our student population. In addition, many of our students are served through weekend KidsPak meal backpack program that provides meals to our most needy students.
Head Start
Resources to assist in the transition of students from Pre-K to kindergarten. Head Start teachers participate in professional learning opportunities offered to school staff.

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 - Elementary School

Part V: Budget	
Total:	**$3,600.00**