

Polk County Public Schools

# Crystal Lake Elementary School



2019-20 Schoolwide Improvement Plan

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# Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

[http:// schools.polk-fl.net/crystallakeelementary](http://schools.polk-fl.net/crystallakeelementary)

## Demographics

**Principal: Marlene Taveras**

Start Date for this Principal: 1/2/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: D (40%) 2017-18: C (41%) 2016-17: D (39%) 2015-16: D (32%) 2014-15: F (28%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>74%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	D	C	D	D

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Job Duties and Responsibilities
Fowler, Kristan	Principal	Oversee and provide strategic direction; monitor student achievement; encourage parent involvement; monitor, develop and revise policies and procedures; create and execute an accurate and efficient budget; recruit, hire and evaluate highly effective certified staff; and oversee facilities.
Perry, Swanyetta	Assistant Principal	Support and participate in daily school functions; prepare for and organize all aspects of testing; enforce positive behavior and collaborate with staff and parents concerning discipline; participate and collaborate with teachers in lesson planning and curriculum; all other duties as assigned.
Freebern, Geoff	Psychologist	Support and provide professional direction for student academic and psychological services.
McCullough, Shawanda	Instructional Coach	As Math coach, plan for all math lessons beginning with Florida standards, provide coaching cycles for all teachers in need of improvement and all other duties as assigned.
Anderson, Renae	Instructional Coach	As ELA Literacy coach, plan for all ELA lessons beginning with Florida standards, provide coaching cycles for all teachers in need of improvement and all other duties as assigned.
Quade, Hannah	School Counselor	Provide support in the MTSS process, lead and coordinate training in MTSS process; participate in threat assessments and SST; coordinate and participate in PBIS Team

### Early Warning Systems

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	76	66	60	88	63	62	0	0	0	0	0	0	0	415
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	4	8	10	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	0	0	0	0	0	0	0	0	0	17

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	3	0	0	0	0	0	0	0	0	7

**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	1	3	6	19	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	5	0	0	0	0	0	0	0	0	5

**FTE units allocated to school (total number of teacher units)**

22

**Date this data was collected or last updated**

Wednesday 6/19/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	4	36	23	23	0	0	0	0	0	0	0	90

**Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	3	4	36	23	23	0	0	0	0	0	0	0	90

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	51%	57%	33%	51%	55%
ELA Learning Gains	46%	51%	58%	54%	53%	57%
ELA Lowest 25th Percentile	64%	49%	53%	49%	50%	52%
Math Achievement	24%	57%	63%	27%	58%	61%
Math Learning Gains	44%	56%	62%	46%	57%	61%
Math Lowest 25th Percentile	44%	47%	51%	38%	49%	51%
Science Achievement	31%	47%	53%	29%	46%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	76 (0)	66 (0)	60 (0)	88 (0)	63 (0)	62 (0)	415 (0)
Attendance below 90 percent	0 (19)	0 (25)	0 (18)	0 (24)	0 (9)	0 (26)	0 (121)
One or more suspensions	0 (5)	0 (12)	4 (9)	8 (18)	10 (22)	9 (13)	31 (79)
Course failure in ELA or Math	0 (3)	0 (3)	0 (7)	0 (26)	0 (11)	0 (9)	0 (59)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	17 (46)	0 (28)	0 (22)	17 (96)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	22%	52%	-30%	58%	-36%
	2018	24%	51%	-27%	57%	-33%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	33%	48%	-15%	58%	-25%
	2018	28%	48%	-20%	56%	-28%
Same Grade Comparison		5%				
Cohort Comparison		9%				
05	2019	39%	47%	-8%	56%	-17%
	2018	30%	50%	-20%	55%	-25%
Same Grade Comparison		9%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	18%	56%	-38%	62%	-44%
	2018	19%	56%	-37%	62%	-43%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	30%	56%	-26%	64%	-34%
	2018	26%	57%	-31%	62%	-36%
Same Grade Comparison		4%				
Cohort Comparison		11%				
05	2019	31%	51%	-20%	60%	-29%
	2018	40%	56%	-16%	61%	-21%
Same Grade Comparison		-9%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	45%	-12%	53%	-20%
	2018	34%	51%	-17%	55%	-21%
Same Grade Comparison		-1%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C Accel 2017-18
SWD	13	41	50	8	38	43					

2019 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 2017-18	C & C Accel 2017-18
ELL	26	54		23	40		27				
BLK	11	32	55	13	41	60	21				
HSP	37	55	73	31	49	50	33				
WHT	45	52		31	41		40				
FRL	26	47	61	20	44	48	32				
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				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	42
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

ELA data and SWD are the lowest performing areas  
 Due to the death of a grade 3 students, all students in grade 3 were negatively impacted. Also, SWD had a brand new teacher and necessary support was not consistently provided.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Math had the greatest decline. One of the greatest factors contributing to the was the lack of teacher buy-in", Coaches were charged with creating all lesson plans for grades 3-4-5. This allowed teachers to show up and follow a "plan" without investing their professional abilities.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Math data had the greatest gap when compared to the state average. Inconsistencies were prevelant due to teachers not having "buy-in"

**Which data component showed the most improvement? What new actions did your school take in this area?**

ELA for Grade 5 showed to greatest improvement. The ELA insructor planned for small groups based on the STAR data.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance  
 Behavior

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. MATH
2. ELA
3. Math learning gains
4. Math proficiency
5. Science

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	ELA
<b>Rationale</b>	Current data at 29% proficient in ELA has shown an increase of 1% compared to last year, but is 30% below the District average and 36% below the State. Black/African American subgroup students will increase to over 40% through mentoring program and small group instruction. ELL students will increase percent proficient to over 40% by receiving small group instruction from the ESOL para. SWD will increase their proficiency to over 40% through intentional inclusive educational strategies provided by classroom teacher, Inclusion teacher and Media Specialist.

<b>State the measurable outcome the school plans to achieve</b>	Students in grades 3-4-5 will increase in achievement level from 28% proficient to 40% proficient on the 2020 FSA.
<b>Person responsible for monitoring outcome</b>	Rena Anderson (renae.anderson@polk-fl.net)
<b>Evidence-based Strategy</b>	Monthly professional development sessions for ELA teachers in the 5 basic components of Reading, Power Hour design and implementation of Words Their Way. This training will empower teachers with research-based strategies to increase engagement and focus on instruction during small groups in the ELA and Power Hour blocks. Mentoring group and small group support for social skills for Black/African American subgroup.
<b>Rationale for Evidence-based Strategy</b>	Our school's ELA proficiency increased only 1% points from last year. We need to improve teacher knowledge and use effective strategies to increase proficiency in ELA. Black/African American students will increase their overall percent proficient to over 40%.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Analyze and disaggregate the ELA data, drilling down to Points possible by content area</li> <li>2. Provide professional development for all ELA instructional teachers in the Fab 5 Basic Components of Reading.</li> <li>3. Provide professional development for ALL ELA instructional teachers in Power Hour design.</li> <li>4. Provide professional development for ALL ELA instructional teachers in Words Their Way.</li> <li>5. Monitor and support implementation of Words Their Way.</li> <li>6. Provide classroom libraries for instructional teachers containing leveled readers to engage SWD, African American and ELL students.</li> <li>7. Purchase additional books for the media center to encourage students to check out additional books based on non-fiction content.</li> <li>8. Send teachers and administration to The Ron Clark Academy to implement rigorous, engaging and student focused lessons.</li> <li>9. Provide Reading Coach with additional supplies to print related resources to enhance instructional materials to engage and provide support for student learning opportunities.</li> <li>10. Provide teachers with funds for supplies to provide rigorous and engaging materials for interventions and small group instructional materials.</li> <li>11. Provide teachers with funds to purchase ink to provide print-rich intervention materials</li> </ol>
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that will captivate and engage students during small group instruction. Reading Interventionist will provide resources by printing them for teachers. She will also provide small group reading instruction for struggling students implementing these printed resources.

12. Increase teacher accountability by implementing accountability sheets.

13. Engage Black students in small group support and encouragement to help improve perspective towards education.

14. Monitor Black students progress with a focus on attendance, social skills, parent involvement and through mentorship. Assistant Principal and Leadership Team members will provide social skills small group sessions and bring parents in to strengthen parent engagement.

14. ESOL paraprofessional will be pushing into gen ed classrooms with newly purchased materials to engage ELL students. ESOL para will also print leveled readers with Reading A-Z to send home with students on a weekly basis.

15. Media Specialist will provide additional small group intentional instruction for all SWD in grades 3-4-5. Using new library books, the Media Specialist will hold small group sessions for comprehension while engaging them highlighting the text structures, genre with a focus on why it is appealing to students.

\*\*\*After Instructional Review on 10/09/2019, the action step that will be the focal point will be to bring District support for an increase in discipline support for all staff. PBIS District Team will provide conscious discipline for all teachers during one PLC in October, December and January. Also, new PBIS posters have been created for consistency across the campus including all aspects and areas at the school including classroom, hallways, cafeteria and at recess.

\*\*\*The second action step that will be implemented is making a focus of getting back to the basics at lesson planning. During planning, Coaches will begin each planning by unpacking of the standard, recording the Learning target and then brainstorming success criteria and engaging and appropriate depth of knowledge tasks to support the learning goal.

\*\*\*The third action step that will be implemented is for Administration to monitor every instructional minute. By walking through classrooms on a daily basis and recording in Trend Tracker, Principal and Assistant Principal will follow a dedicated schedule to monitor the instructional day.

**Person Responsible** Kristan Fowler (kristan.fowler@polk-fl.net)

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<b>#2</b>	
<b>Title</b>	Math
<b>Rationale</b>	Current data at 24% proficient in MATH has shown an decrease of 5% compared to last year, but is 30% below the District average and 36% below the State. Black/African American subgroup students will increase to over 40% through mentoring program and small group instruction. ELL students will increase percent proficient to over 40% by receiving small group instruction from the ESOL para. SWD will increase their proficiency to over 40% through intentional inclusive educational strategies provided by classroom teacher, Inclusion teacher and Media Specialist.

<b>State the measurable outcome the school plans to achieve</b>	Students in grades 3-4-5 will increase in achievement level from 24% proficient to 40% proficient on the 2020 FSA.
<b>Person responsible for monitoring outcome</b>	Shawanda McCullough (shawanda.mccullough@polk-fl.net)
<b>Evidence-based Strategy</b>	What's My Place, What's My Value and Multiplication/Division BAITS by bby will be implemented across all grade levels to increase achievement in math instruction.
<b>Rationale for Evidence-based Strategy</b>	Our school's MATH proficiency decreased 5% points from last year. We need to improve teacher knowledge and use effective strategies to increase proficiency in MATH. Black/ African American students will increase proficiency to over 40%. ELL students will increase proficiency to over 40%. SWD will increase in proficiency to over 40%.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide professional development to all mathematics instructional staff on August 6 &amp; 7, 2019</li> <li>2. Purchase bby materials for classroom use to implement WMPWMV and Multiplication/ Division BAIT</li> <li>3. Implement bby strategies in all classrooms</li> <li>4. Monitor and support implementation of bby strategies.</li> <li>5. Provide classroom mathematics related books for instructional teachers included math-based leveled readers to engage SWD, African American and ELL students.</li> <li>6. Send teachers and administration to The Ron Clark Academy to implement rigorous, engaging and student focused lessons.</li> <li>7. Provide Math Coach with additional supplies to print related resources to enhance instructional materials to engage and provide support for student learning opportunities.</li> <li>8. Provide teachers with funds for supplies to provide rigorous and engaging materials for interventions and small group instructional materials.</li> <li>9. Provide teachers with funds to purchase ink to provide print-rich intervention materials that will captivate and engage students during small group instruction</li> <li>10. Increase teacher accountability by implementing accountability sheets.</li> <li>11. Provide student engagement and student accountability by sending teachers to participate in Ron Clark Academy.</li> <li>12. Engage Black students in small group support and encouragement to help improve perspective towards education provided by Assistant Principal and Leadership Team.</li> </ol>
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13. Monitor Black students progress with a focus on attendance, social skills, parent involvement and through mentorship. Assistant Principal and Leadership Team members will provide social skills small group sessions and bring parents in to strengthen parent engagement.

14. ESOL paraprofessional will be pushing into gen ed classrooms with newly purchased math manipulatives and materials to engage ELL students.

15. Media Specialist will provide additional math small group intentional instruction for all SWD in grades 3-4-5. Using new library books, the Media Specialist will hold small group sessions while engaging them in math challenge activities..

16. CPS will provide after-school tutoring with LRC four days a week. Some students will receive one-to-one instruction based on FSA scores, baseline data and formative assessment data.

\*\*\*After Instructional Review on 10/09/2019, the action step that will be the focal point will be to bring District support for an increase in discipline support for all staff. PBIS District Team will provide conscious discipline for all teachers during one PLC in October, December and January. Also, new PBIS posters have been created for consistency across the campus including all aspects and areas at the school including classroom, hallways, cafeteria and at recess.

\*\*\*The second action step that will be implemented is making a focus of getting back to the basics at lesson planning. During planning, Coaches will begin each planning by unpacking of the standard, recording the Learning target and then brainstorming success criteria and engaging and appropriate depth of knowledge tasks to support the learning goal.

\*\*\*The third action step that will be implemented is for Administration to monitor every instructional minute. By walking through classrooms on a daily basis and recording in Trend Tracker, Principal and Assistant Principal will follow a dedicated schedule to monitor the instructional day.

**Person Responsible** Kristan Fowler (kristan.fowler@polk-fl.net)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

Attendance will be addressed by the attendance committee. After 5 missed days, a letter of acknowledgement will be mailed to the student's home. After 10 missed days of school, parent will be invited to meet with school social worker to provide suggestions for the parent to encourage better attendance for the students.

## 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 Schoolwide Improvement Plan 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.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

### **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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources (not all will apply and please elaborate on applicable resources):

- Champs
- PBIS
- Mindful Schools
- Mentoring Programs
- Action Based Learning
- DrumBeat

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

- PRE-K-Students and their families are invited to visit the school campus as parent complete necessary Enrollment documents. Students and families will meet the teacher, review the IEP and discuss goals to support the child during the time at school to help the child be successful in academic, social, emotional and psychological growth.
- Kindergarten Round Up - Students and families are invited to come to the school to enroll for Kindergarten. During this time, students and families will tour the campus, engage with Staff and ask and answer questions. Students will go home with summer activities to assist in preparing them for Kindergarten.
- 5th graders visiting/touring middle schools - Fifth grade students and their families will be invited to the Middle School to tour the school, engage with teachers and staff, ask and answer questions and connect with other students and families.
- \* WE3 Expo - Provide a snapshot of all academic and non-academic programs offered at 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.**

- Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.
- Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.
- Title II funds provide professional development resources to build the capacity of teachers by funding

consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district. Also, may reimburse certification exam fees for teachers placed in an area in which they do not yet have certification in upon successful passing of exam.

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

- Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

- o Head Start provides resources to assist students in the transition from pre-k to kindergarten.

- o Title I, UniSIG (schools with a school grade of D or F) provides additional funds to help support strategies and actions steps identified in the school’s SIP.

**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**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: ELA				\$200,568.24
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5100	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG		\$68,280.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$8,000.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	150-Aides	0101 - Crystal Lake Elementary School	UniSIG		\$5,500.00	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$6,256.17	
<i>Notes: Recruitment/Retention Stipends</i>						
5100	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$155.38	
<i>Notes: Recruitment/Retention Stipends</i>						
5200	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG		\$19,600.00	
<i>Notes: Recruitment/Retention Stipends</i>						

	5200	150-Aides	0101 - Crystal Lake Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$1,728.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5200	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$42.94
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	150-Aides	0101 - Crystal Lake Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	5500	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6120	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	150-Aides	0101 - Crystal Lake Elementary School	UniSIG		\$500.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$38.25
			<i>Notes: Recruitment/Retention Stipends</i>			
	6150	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$0.95
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$4,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			

	6200	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$306.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6200	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$7.60
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$612.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	6400	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$15.20
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	110-Administrators	0101 - Crystal Lake Elementary School	UniSIG		\$8,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	160-Other Support Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$3,000.00
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$841.50
			<i>Notes: Recruitment/Retention Stipends</i>			
	7300	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$20.90
			<i>Notes: Recruitment/Retention Stipends</i>			
	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$3,500.00
			<i>Notes: Instructional Supplies - small group - paper, markers, post its, notebooks, folders</i>			
	5100	519-Technology-Related Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$3,500.00
			<i>Notes: Instructional supplies - ink</i>			
	6400	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$2,500.00
			<i>Notes: Supplies - Coach - paper, post its, markers, highlighters, binders</i>			
	6400	519-Technology-Related Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$2,363.00
			<i>Notes: Ink for co-teaching/data chats/coaching sessions</i>			
	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$15,703.45
			<i>Notes: Classroom Libraries and/or guided reading books - 16 classrooms</i>			

	6400	330-Travel	0101 - Crystal Lake Elementary School	UniSIG		\$10,458.00
			<i>Notes: Ron Clark Travel/Training - 9 teachers</i>			
	7730	330-Travel	0101 - Crystal Lake Elementary School	UniSIG		\$1,162.00
			<i>Notes: Ron Clark Travel/Training - 1 administrator</i>			
	5900	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$7,300.00
			<i>Notes: Supplies - papers, writing utensils, folders, books, to provide supplementary supplies (Ready Florida to support extended learning programs)</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Math</b>				<b>\$11,620.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0101 - Crystal Lake Elementary School	UniSIG		\$7,200.00
			<i>Notes: bby PD Consultant - 3 days</i>			
	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$4,420.00
			<i>Notes: Instructional Supplies - bby materials</i>			
					<b>Total:</b>	<b>\$219,567.25</b>