

Martin County School District

Crystal Lake Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	21
Budget to Support Goals	23

Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

martinschools.org/o/cles

Demographics

Principal: Brenda Watkins

Start Date for this Principal: 10/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	39%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (62%) 2017-18: B (59%) 2016-17: A (64%) 2015-16: C (52%) 2014-15: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* 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 Martin 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.

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

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	38%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	30%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	C

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In partnership with families and the community, our mission is to equip students with the skills and knowledge necessary to become responsible and caring citizens through innovative learning experiences and collaborative social interactions.

Provide the school's vision statement.

Our vision is to inspire students to think critically, learn creatively, and engage daily in positive community learning environments.

#CLEHas2020Vision

#HawkVision2020

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
Watkins, Brenda	Principal	
Elliott, Trisha	Assistant Principal	
Boggs, Joni	Instructional Coach	
DeSantis, Kimberly	Instructional Coach	
Davis, Kelsey	School Counselor	

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	79	64	100	101	85	0	0	0	0	0	0	0	505
Attendance below 90 percent	8	7	6	7	7	8	0	0	0	0	0	0	0	43
One or more suspensions	1	1	0	0	0	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	2	0	5	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	6	15	17	0	0	0	0	0	0	0	38

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	1	0	5	1	3	0	0	0	0	0	0	0	11

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	2	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	2	0	0	0	0	0	0	0	0	2

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

30

Date this data was collected or last updated

Tuesday 10/1/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA or Math														
Level 1 on statewide assessment														

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

Indicator	Grade Level													Total
Students with two or more indicators														

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	11	9	5	7	11	3	0	0	0	0	0	0	0	46
One or more suspensions	0	3	3	0	1	6	0	0	0	0	0	0	0	13
Course failure in ELA or Math	0	2	0	5	0	0	0	0	0	0	0	0	0	7
Level 1 on statewide assessment	0	0	0	24	22	23	0	0	0	0	0	0	0	69

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	7	5	2	0	0	0	0	0	0	0	14

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	66%	58%	57%	66%	59%	55%
ELA Learning Gains	59%	59%	58%	68%	61%	57%
ELA Lowest 25th Percentile	55%	56%	53%	56%	54%	52%
Math Achievement	69%	65%	63%	69%	67%	61%
Math Learning Gains	67%	65%	62%	71%	67%	61%
Math Lowest 25th Percentile	49%	53%	51%	55%	55%	51%
Science Achievement	66%	58%	53%	63%	55%	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)	79 (0)	64 (0)	100 (0)	101 (0)	85 (0)	505 (0)
Attendance below 90 percent	8 ()	7 ()	6 ()	7 ()	7 ()	8 ()	43 (0)
One or more suspensions	1 ()	1 ()	0 ()	0 ()	0 ()	1 ()	3 (0)
Course failure in ELA or Math	0 ()	2 ()	0 ()	5 ()	0 ()	0 ()	7 (0)
Level 1 on statewide assessment	0 ()	0 ()	0 ()	6 ()	15 ()	17 ()	38 (0)

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	69%	54%	15%	58%	11%
	2018	51%	57%	-6%	57%	-6%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	58%	57%	1%	58%	0%
	2018	67%	55%	12%	56%	11%
Same Grade Comparison		-9%				
Cohort Comparison		7%				
05	2019	68%	55%	13%	56%	12%
	2018	66%	58%	8%	55%	11%
Same Grade Comparison		2%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	58%	11%	62%	7%
	2018	64%	63%	1%	62%	2%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	71%	67%	4%	64%	7%
	2018	66%	64%	2%	62%	4%
Same Grade Comparison		5%				
Cohort Comparison		7%				
05	2019	64%	64%	0%	60%	4%
	2018	74%	64%	10%	61%	13%
Same Grade Comparison		-10%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	65%	53%	12%	53%	12%
	2018	69%	54%	15%	55%	14%
Same Grade Comparison		-4%				
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	47	58	44	52	66	54	50				
ELL	41	69		64	69						
BLK	54			46							
HSP	48	67	92	64	74		75				
MUL	36			57							
WHT	73	58	39	73	67	47	66				
FRL	52	64	68	54	58	48	45				
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	36	38	35	45	45	31	38				

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
ELL	21			43							
BLK	62			77							
HSP	54	65		65	61		63				
MUL	33			50							
WHT	64	59	47	70	58	42	71				
FRL	41	51	48	49	45	41	56				
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	28	42	41	46	53	29	20				
ELL	29	54		41	54						
BLK	53			67							
HSP	54	48	45	69	66	64	54				
WHT	70	72	58	69	72	53	64				
FRL	49	58	58	53	61	44	50				

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)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	89
Total Points Earned for the Federal Index	520
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	66
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	73
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
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	60
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	60
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.

Per school grade: Lowest data component:

Math: Lowest Quartile learning gains was 50% .

*Our school has struggled with filling the guidance counselor position. This position helps to support MTSS

process and collecting data for targeted interventions.

*CLT meetings need more support.

* Many students struggle in all subject areas. We mainly focus on ELA interventions.

*5th grade Math cohort score dropped (2%). We reviewed teacher placement.

*Reviewing lowest quartile learning gains,

*2019-2020 W. I. N. (What I need time) is school wide allowing for cross grade level interventions groups/
more targeted skills.

Per ESSA Guidelines:

White ELA LQ 39%; Math LQ 49%

SWD: ELA Achievement 47%, Learning Gains 58%, LQ 44%

Sub Group Data: Multi-race (lowest subgroup) ELA Achievement 36% (Total 17 students Gr. 3-5)

*2018-2019 We focused heavily on ELL students.

* Multi-racial subgroup has not been a concerned focused group.

*2019-2020 Teachers have been asked if they know who their multi-racial students are and how to find out in

Focus. They have been asked to focus on all subgroups but especially multi-racial.

Goal for 2019-2020: Increase multi-race students ELA achievement level from 36% to 42% (6 points)

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

ELA Learning gains dropped from 62% to 59% (3%). Multi-racial students (17) achievement was 36% but was an increase of 3% from previous year. Black students (19) achievement was 54% (8% decreased). Hispanic students (63) achievement was 48% (6% decreased).Drilling down further into proficiency scores:

4th grade

Same Grade Comparison -9%

Cohort Comparison 7%

5th grade
Same Grade Comparison 2%
Cohort Comparison 1%

4th Grade: (4) gen ed teachers (2 ELA/ 2 Math/Science) + (1) 4th grade gifted teacher. One of the ELA teachers was struggling all year despite additional supports provided. Her scores accounted for 1/2 of all 4th grade ELA scores.

5th Grade: (4) gen ed teachers (2 ELA/ 2 Math/Science) + (1) 4th grade gifted teacher. Review teacher placement.

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.

CLE had only one component that was below the state average. Our Math LQ was 2% lower than the state; CLE 49%; the state was 51%. However, this was still a 6% increase from the previous year (43%) Black students (19) achievement score was 46 (31% decrease) .Drilling down further into proficiency scores:

4th grade
Same Grade Comparison 5%
Cohort Comparison 7%

5th grade
Same Grade Comparison -10%
Cohort Comparison -2%

Teacher placement was reviewed including strengths and weaknesses with subgroups. Adjustments were made. We lacked continual sustainable professional development for math instruction focusing on standards based instruction and student engagement.

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

Overall Math Learning gains showed the most improvement 58 - 67 (9% increase).
Overall ELA Achievement increased from 61% to 66% (5% increase)

Subgroup:
ELL student achievement increased 20%; Math achievement increased 21% (Subgroup focus for 2018-2019)
FRL ELA learning gains increased 13%; LQ increased 20%

We departmentalized in grades 3-5. Each team consisted of two teachers (one for ELA/Social Studies and the other STEM).

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

1. CLE's top concern of the EWS is attendance.
2. Second concern is retentions.

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

1. Math - increase learning gains for lowest quartile
2. ELA - increase learning gains for all students and for lowest quartile
3. Science - - increase proficiency
4. Parent Involvement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math - increase learning gains for lowest quartile
Rationale	i-Ready domain Numbers and Operations shows a need for improvement. Fact fluency, in all operations, needs to be mastered in each grade level. Lesson plans will reflect time to allow for student practice at least 3x week. (Flash cards, Number Talks, Kagan Protocols) Also, by strengthening our core, our learning gains and proficiency and lowest quartile will increase
State the measurable outcome the school plans to achieve	FSA: Increase overall math lowest quartile learning gains from 50% to 55% (+5%) Increase math achievement for black students (19) from 46% to 56% (+10%) Also use, iReady, iSM's, summative and formative assessments
Person responsible for monitoring outcome	Brenda Watkins (watkinb@martin.k12.fl.us)
Evidence-based Strategy	District Math coach will work with teachers on standards based instruction and monitoring for active student engagement. (Look fors), Number Talks.
Rationale for Evidence-based Strategy	It is important for teachers to understand the complexity level of standards, design activities to engage students and also monitor to make sure student evidence matches the complexity level.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue with departmentalizing in grades 3-5 (teachers were selected based on FSA and iReady data) 2. Reboot CLT (Collaborative Learning Teams) 3. Admin will meet with teachers to identify subgroups and lowest quartile students. 4. District Math Coach will begin the year focusing on teachers in grades 3-5. (observing and providing follow up strategies, monitoring for fidelity). Continue looking at data using summative and common formative assessments to monitor student progress and create interventions. 5. "Number Talks: Whole Number Computation, Grades K-5" book was ordered for 3rd and 4th grade math teachers; "Number Talks: Fractions, Decimals, and Percentages" book was ordered for 5th grade math teachers. Math Coach refers to strategies in this book to implement in classrooms. 6. Later in the year District Math Coach will add working with teachers in grades K-2 (observing and providing follow up strategies, monitoring for fidelity). Continue looking at data using summative and common formative assessments to monitor student progress and create interventions. 7. Learning Walks - vertical groups, follow up with questions, clarifications, celebrate success, identify areas of needs. 8. Provide double blocks of time to review MTSS data and plan for next steps.
Person Responsible	Brenda Watkins (watkinb@martin.k12.fl.us)

#2	
Title	<p>ELA - increase learning gains for and students and for lowest quartile</p> <p>Teachers need support and professional development on implementing balanced literacy strategies including meeting students where they are and helping them grow. 2017-2018 and 2018-2019 teachers in grades 2-5 received reading strategy instruction for leveled reading, running records interpretation and asking questions encouraging productive struggle.</p> <p>Provide instruction to struggling students as well as enrichment activities for those ready to move on.</p> <p>2019-2020 PD focus for grades K - 2 is Guided Reading. We have already provided one day with EM Literacy LLC and plan to approve another day (@ \$2000/day). Also, we need to provide teachers with guided reading books.</p>
Rationale	<p>Provide professional development for 3rd-5th grade focusing on the correlation between FSA questioning and text complexity and reading behaviors. (JS)</p> <p>Provide intervention training on Visualizing and Verbalizing</p> <p>PTA providing \$3750 (1/2 of the funds) towards \$7500 for guided reading books.</p> <p>PTA providing \$3000 towards \$6440 cost of iReady Teacher Toolbox.</p>
State the measurable outcome the school plans to achieve	<p>FSA: Increase learning gains for all students from 59% to 62%. (3%)</p> <p>Increase lowest quartile from 58 to 62% (4%)</p> <p>Increase multi-race students (17) ELA achievement from 36% to 42% (6%)</p> <p>Also use, iReady, iSM's, summative and formative assessments, running records, PAST, Foundations lessons</p>
Person responsible for monitoring outcome	Brenda Watkins (watkinb@martin.k12.fl.us)
Evidence-based Strategy	<p>Differentiated instruction</p> <p>Guided Reading instruction</p> <p>Writing (narrative, expository, persuasive)</p> <p>Standards based instruction including planning and delivery</p> <p>Teachers will use various ELA data to determine strengths and weaknesses for each student. First and second grade teachers will use running records to create grouping and each individual student's need(s). Guided reading gives students the chance to apply the strategies they already know to new text. Teachers provide support, but the ultimate goal is independent reading.</p>
Rationale for Evidence-based Strategy	<p>In grades 3-5 teachers are focusing on Strategy based groups. Strategy groups are formed based on classroom observation, F&P assessment, ism, performance on iReady lessons. The ultimate goal is independent reading.</p> <p>The teacher selects a text for a small group of students who are similar in their reading behaviors at a particular point in time. In general, the text is about right for students in the group.</p>
Action Step	

Description	<ol style="list-style-type: none"> 1. Continue departmentalizing in grades 3-5 (teachers are selected based on iReady and FSA data) 2. Reboot CLT (Collaborative Learning Teams) 3. Compare all data (FLKRS, PAST, iReady, Running Records, FSA (as appropriate) 4. Provide professional development for literacy strategies including differentiating instruction. 5. Literacy Coach will focus on new teachers and guided reading in grades 1-2 6. Meet with first and second grade teachers in a PLC/Book study on "Guided Reading, Second Edition: Responsive Teaching Across the Grades" by Irene Fountas, Gay Su Pinnell 7. Intervention strategies will be addressed through school wide WIN (What I Need Time). Groupings will be formed based on skill needs and may cross over grade levels. *Foundations *Words Their Way *LLI *Heggerty's *Visualizing and Verbalizing *Mondo 8. Increase focus on writing, increase focus on using DBQ strategies and methods. Great Reads used as a literary essay resource is used in grades 4-5 gifted. 7. Learning Walks - vertical groups, follow up with questions, clarifications, celebrate success, identify areas of needs 8. Utilize district instructional coach to work with new teachers, teachers with specific needs and gifted planning and instruction. 9. Provide double blocks of time to review MTSS data and plan for next steps.
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Person Responsible	[no one identified]
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#3	
Title	Science - - increase proficiency
Rationale	Science Scores dropped from 68% to 66% (2%). All measurable sub groups increased except FRL which dropped from 56% to 45% (17%) and white from 71% to 66% (5%)
State the measurable outcome the school plans to achieve	Increase Science proficiency 2% to 68%. Continue focusing on all sub groups by differentiating instruction.
Person responsible for monitoring outcome	Trisha Elliott (elliott1@martinschools.org)
Evidence-based Strategy	Implement differentiation strategies to help all students with comprehension and mastering skills. Continue to use District Science Coordinator to help with strategies and benchmark to target additional strategies.
Rationale for Evidence-based Strategy	Too many time we target lower subgroups to help with proficiency and forget about more successful groupings. (e.g. All measurable sub groups increased except FRL which dropped from 56% to 45% (17%) and white from 71% to 66% (5%)). By differentiating for ALL students we can make sure we are addressing the needs of all students not just specific subgroups.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue departmentalizing in grades 3-5 (Benchmark and FSA data is used to determine teacher placement) 2. Choice and Voice - Science option gives students in grades 4-5 more consecutive days to go deeper into learning standards. 3. WIN time will provide additional enrichment time for students including reviewing and expanding on science standards. 4. 5th grade teachers will review and modify instruction based on summative and formative assessments (including benchmark data). 5. More hands on exposure to science on early release.
Person Responsible	Trisha Elliott (elliott1@martinschools.org)

#4	
Title	Increase Parent Involvement
Rationale	To improve communication between school and home, as well as increase parent participation.
State the measurable outcome the school plans to achieve	To increase parent response to attempted communication by 50% from baseline data collected by a survey.
Person responsible for monitoring outcome	Kelsey Davis (davisk1@martin.k12.fl.us)
Evidence-based Strategy	Communicate through streamlined social media, all calls, and emails.
Rationale for Evidence-based Strategy	Social media is an effective and proven method of communication. In the event that some families may not have access to or have a social media account/ internet, we will continue with all calls and emails.
Action Step	
Description	<ol style="list-style-type: none"> 1. Survey monkey to collect baseline data 2. Limit social media accounts to two (school and parent). 3. Continue all calls and emails. 4. Work towards increasing multilingual communication. 5. Continue collecting data through Survey Monkey baseline, winter, and spring.
Person Responsible	Krystle Welch (welchk@martin.k12.fl.us)

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

Crystal Lake Elementary implemented a new initiative this year called Choice and Voice for 4th and 5th grade students. Studying attendance trends, we noticed students were usually in attendance on the days of their preferred related arts classes.

Choice and Voice gives students the opportunity to select their favorite related arts to take every day for a nine week period. During the first two weeks of school students attended all related arts classes to determine which one they wanted to take every day for the rest of the nine weeks. Each Related Arts teacher presented a project or activity students would be completing if selecting their course. Students completed a survey on their choice. By students attending the same related arts each day, related arts teachers will develop deeper relationships with students that will help with mentoring.

4th and 5th grade levels were combined for the same time period for related arts. This opened up a period of time for related arts teachers to provide enrichment activities and mentoring during school wide WIN (What I Need Time). 4th and 5th grade teachers are able to meet together for vertical planning.

Additional, incentive activities will be provided during the school year. (e.g. classes with perfect attendance will be entered into drawings for rewards like a special recess activity)

Retentions

Crystal Lake Elementary is focusing on students who have 1-2 retentions. Alternative options are being

reviewed to determine if students are candidates to be promoted to the next grade level in an effort to get them closer to their cohorts. FSA and iReady ELA data are reviewed to determine areas of need to focus on and an alternative schedule created to provide additional instruction in ELA to prepare to take and pass the SAT 10 for the next grade level up.

By identifying struggling students early and intervening will discourage/prevent retention in grades K-2. This may include an alternative schedule to increase ELA instructional time.

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.

n/a

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.

Positive Behavior Intervention Support (PBIS) program promotes a school community with common school wide expectations. In addition:

Regular news videos promoting expectations as well as classroom lessons.

Teachers will address behaviors individually and as a group.

Students will earn Hawk bucks to participate in monthly school events.

Cafeteria expectations will be address with weekly rewards.

Provide a kickoff meeting with information and additional trainings and rewards for teachers/staff as needed.

Incorporate Character Counts! themes into PBIS

Guidance Counselor will:

Coordinate to provide school-wide or grade level specific activities to promote (i.e. Bullying Awareness, areas of current social concerns.)

Small group/ individual meeting as needed

Bullying Awareness prevention

Work with teachers on Character Counts! themes

Tykes and Teens will:

Communicate with parents

Counsel with students

Sanford Harmony and Restorative Circle Lessons - (All grades K-5) lessons will be provided one time a week for each.

Botvin - Lessons are provided for students in grades 3-5. Botvin LifeSkills Training (LST) is a research-

validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations.

Select Support staff/teachers

Check in check out with specific students to provide encouragement

Select teachers will be selected as mentors and matched with students.

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

Crystal Lake provides a Kindergarten tour every year for incoming Kindergarten students. This tour involves both parents and students and includes an observation of the Kindergarten classrooms. Local pre-schools are notified of the event and flyers are sent to invite parents and children of Kindergarten age to our school.

Kindergarten teachers assist incoming students on Kindergarten readiness skills one week prior to the start of school to assist in developing heterogeneous classes and to provide teachers data to differentiate instruction for their incoming students.

Local Middle schools are scheduled to meet with students as a whole about transitioning. Also, orientation and open house information is provided as appropriate.

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 Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system that will promote student achievement and best instructional practice? The team meets weekly to engage in the following activities: review screening data and align with instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on this information, the team will identify professional development, resources, and support to teachers to make sure individual student needs are being met. The team will collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Crystal Lake Elementary School coordinates and integrates all federal, state, and local programs that impact the school:

- Implements research-based resources funded by federal and local funds.
- School Improvement Plan objectives reflect the research-based strategies with a focus on achieving state and district priorities.
- Input from the Pre-K programs is obtained by the school and district and is included in the transition plan.
- Partnerships are established.
- With coordination and scheduling of instructional programs.
- With implementation of parent information programs.
- Brochures and referrals for parent and student support from the guidance department, school nurse and other school and district personnel.

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

Part V: Budget

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

1	III.A.	Areas of Focus: Math - increase learning gains for lowest quartile				\$2,157.81
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	510-Supplies	0301 - Crystal Lake Elementary School	General Fund		\$319.81
			<i>Notes: Number Talks Books</i>			
	5100	529-Technology-Related Textbooks	0301 - Crystal Lake Elementary School	School Improvement Funds		\$1,838.00
			<i>Notes: Balance of iReady Toolbox (see ELA - PTA paying \$3000.)</i>			
2	III.A.	Areas of Focus: ELA - increase learning gains for and students and for lowest quartile				\$15,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0301 - Crystal Lake Elementary School	General Fund		\$2,000.00
			<i>Notes: Day 1 - EM Literacy LLC - Professional Development (Guided Reading)</i>			
	6400	310-Professional and Technical Services	0301 - Crystal Lake Elementary School	School Improvement Funds		\$2,000.00
			<i>Notes: Day 2 EM Literacy LLC - Professional Development (Guided Reading)</i>			
	5100	510-Supplies	0301 - Crystal Lake Elementary School	School Improvement Funds		\$3,750.00
			<i>Notes: 1/2 of the cost for guided reading books (students) for grades 1-2</i>			
			0301 - Crystal Lake Elementary School	Other		\$3,750.00
			<i>Notes: PTA - is paying for 1/2 of the guided reading books (students) for grades 1-2.</i>			
	5100	510-Supplies	0301 - Crystal Lake Elementary School	General Fund		\$1,000.00
			<i>Notes: Guided Reading, Second Edition: Responsive Teaching Across the Grades - for Teachers grades 1-2</i>			
			0301 - Crystal Lake Elementary School	Other		\$3,000.00
			<i>Notes: PTA provided \$3000 towards iReady Teacher Toolkit for grades K-2, 4-5. (3rd grade already has subscription)</i>			
3	III.A.	Areas of Focus: Science - - increase proficiency				\$0.00

4	III.A.	Areas of Focus: Increase Parent Involvement	\$0.00
Total:			\$17,657.81