# Crystal Lakes Elementary School



# 2020-21 Schoolwide Improvement Plan

## Table of Contents

# Crystal Lakes Elementary School

## 6050 GATEWAY BLVD, Boynton Beach, FL 33472

### https://cyle.palmbeachschools.org

## Demographics

## Principal: Sheena Blue

Start Date for this Principal: 7/1/2019

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | No |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 61% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (66%)<br><br>2017-18: A (63%)<br><br>2016-17: B (59%)<br><br>2015-16: 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 Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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.

## Table of Contents

# Crystal Lakes Elementary School

### 6050 GATEWAY BLVD, Boynton Beach, FL 33472

### https://cyle.palmbeachschools.org

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2019-20 Title I School** | **2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Elementary School PK-5 | No | 49% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 56% |

## School Grades History

| Year | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---|---|---|---|---|
| Grade | A | A | A | B |

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
|------|-------|--------------------------------|
| Green, Laura | Principal | The instructional leader in charge of executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction. |
| Pennington, John | Assistant Principal | Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction. |
| Lindgren, Laura | Teacher, K-12 | As the instructional team leader in their classroom and for their grade level. Teachers will use resources, and strategies to ensure all students receive effective standards-based instruction. They disseminate information from administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| vanner, tara | Teacher, ESE | As the instructional team leader to support our ESE students, she will support teachers during the RTI process to help our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Sargent, Jillian | Teacher, K-12 | As the SAC Chair leader to support their teams and students with academic and mental health. To support teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from administration to their teams. They monitor the PLC meetings, take notes, lead discussions and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and/or the SAC members. |
| Robbins, David | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |

| Name | Title | Job Duties and Responsibilities |
|---|---|---|
| Waite, Kelly | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Lane, Dawn | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Mueller, Carol | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Soto, Deven | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Cross, Susan | Teacher, PreK | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and |

| Name | Title | Job Duties and Responsibilities |
| --- | --- | --- |
| | | requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Christensen, Ann | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Davis-Tucker, Shronderlette | School Counselor | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Walter, Smith | Other | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |
| Smith, Kristen | Teacher, K-12 | As the instructional team leader to support their teams and students with academic and mental health. To help teachers during the RTI process to support our striving students to be successful. Work with teachers will identify resources, and strategies to ensure all students receive effective standards-based instruction. The teachers serve as grade chairs. They disseminate information from the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to administration. They are the voice of their teams and relay comments and concerns to the administration and the SAC members. |

## Demographic Information

### Principal start date
Monday 7/1/2019, Sheena Blue

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

**Total number of teacher positions allocated to the school**

**Demographic Data**

| | |
|---|---|
| **2020-21 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Elementary School<br>PK-5 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2019-20 Title I School** | No |
| **2019-20 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 61% |
| **2019-20 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities<br>English Language Learners<br>Asian Students<br>Black/African American Students<br>Hispanic Students<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: A (66%)<br>2017-18: A (63%)<br>2016-17: B (59%)<br>2015-16: 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](#). | | |

## 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 | 107 | 120 | 140 | 149 | 143 | 123 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 782 |
| Attendance below 90 percent | 4 | 4 | 9 | 9 | 3 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| One or more suspensions | 2 | 1 | 0 | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA | 5 | 10 | 17 | 16 | 15 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| Course failure in Math | 1 | 5 | 14 | 12 | 9 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 11 | 11 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 29 |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 17 | 7 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 43 |
| FY20 ELA Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 58 | 42 | 41 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 141 |
| FY20 Math Winter Diag Levels 1 & 2 | 0 | 0 | 0 | 45 | 30 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 110 |

**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 | 4 | 10 | 12 | 9 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

**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 | 1 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

Thursday 8/20/2020

### 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 | |
| Number of students enrolled | 108 | 130 | 139 | 140 | 121 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 757 |
| Attendance below 90 percent | 17 | 8 | 13 | 7 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| One or more suspensions | 2 | 0 | 0 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 5 | 12 | 20 | 13 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 20 | 13 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

**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 | 2 | 3 | 12 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

**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 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 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 | |
| Number of students enrolled | 108 | 130 | 139 | 140 | 121 | 119 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 757 |
| Attendance below 90 percent | 17 | 8 | 13 | 7 | 12 | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| One or more suspensions | 2 | 0 | 0 | 4 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| Course failure in ELA or Math | 5 | 12 | 20 | 13 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 20 | 13 | 29 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 62 |

**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 | 2 | 3 | 12 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 |

**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 | 1 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

## 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 | 71% | 58% | 57% | 63% | 53% | 55% |
| ELA Learning Gains | 71% | 63% | 58% | 54% | 59% | 57% |
| ELA Lowest 25th Percentile | 62% | 56% | 53% | 35% | 55% | 52% |
| Math Achievement | 73% | 68% | 63% | 74% | 62% | 61% |
| Math Learning Gains | 67% | 68% | 62% | 68% | 62% | 61% |
| Math Lowest 25th Percentile | 54% | 59% | 51% | 48% | 53% | 51% |
| Science Achievement | 65% | 51% | 53% | 69% | 51% | 51% |

| **EWS Indicators as Input Earlier in the Survey** | | | | | | | |
|---|---|---|---|---|---|---|---|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| | (0) | (0) | (0) | (0) | (0) | (0) | 0 (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.**

| ELA | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 03 | 2019 | 68% | 54% | 14% | 58% | 10% | |
| | 2018 | 75% | 56% | 19% | 57% | 18% | |
| Same Grade Comparison | | -7% | | | | | |
| Cohort Comparison | | | | | | | |
| 04 | 2019 | 70% | 62% | 8% | 58% | 12% | |
| | 2018 | 76% | 58% | 18% | 56% | 20% | |
| Same Grade Comparison | | -6% | | | | | |
| Cohort Comparison | | -5% | | | | | |
| 05 | 2019 | 72% | 59% | 13% | 56% | 16% | |
| | 2018 | 57% | 59% | -2% | 55% | 2% | |
| Same Grade Comparison | | 15% | | | | | |
| Cohort Comparison | | -4% | | | | | |

| MATH | | | | | | | |
|---|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison | |
| 03 | 2019 | 66% | 65% | 1% | 62% | 4% | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2018 | 79% | 63% | 16% | 62% | 17% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 72% | 67% | 5% | 64% | 8% |
| | 2018 | 73% | 63% | 10% | 62% | 11% |
| Same Grade Comparison | | -1% | | | | |
| Cohort Comparison | | -7% | | | | |
| 05 | 2019 | 75% | 65% | 10% | 60% | 15% |
| | 2018 | 67% | 66% | 1% | 61% | 6% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 2% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 64% | 51% | 13% | 53% | 11% |
| | 2018 | 59% | 56% | 3% | 55% | 4% |
| Same Grade Comparison | | 5% | | | | |
| 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 | 66 | 57 | 49 | 68 | 58 | 64 | | | | |
| ELL | 61 | 69 | 69 | 69 | 69 | 53 | 31 | | | | |
| ASN | 84 | 75 | | 95 | 83 | | | | | | |
| BLK | 59 | 64 | 53 | 69 | 77 | 70 | 43 | | | | |
| HSP | 70 | 68 | 62 | 72 | 67 | 47 | 68 | | | | |
| MUL | 67 | | | 67 | | | | | | | |
| WHT | 74 | 75 | 69 | 74 | 63 | 56 | 67 | | | | |
| FRL | 63 | 67 | 54 | 63 | 66 | 58 | 48 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 56 | 59 | 56 | 61 | 63 | 56 | 53 | | | | |
| ELL | 50 | 73 | | 46 | 36 | | | | | | |
| ASN | 83 | 83 | | 78 | 75 | | | | | | |
| BLK | 55 | 64 | 67 | 71 | 71 | 70 | 60 | | | | |
| HSP | 70 | 59 | 61 | 63 | 57 | 47 | 42 | | | | |
| MUL | 75 | 60 | | 67 | 80 | | | | | | |
| WHT | 74 | 55 | 44 | 80 | 68 | 48 | 65 | | | | |

| 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 |
| FRL | 65 | 65 | 59 | 69 | 65 | 55 | 57 | | | | |

| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 45 | 41 | 29 | 49 | 59 | 40 | 36 | | | | |
| ELL | 13 | 21 | | 42 | 50 | | | | | | |
| ASN | 81 | | | 88 | | | | | | | |
| BLK | 35 | 33 | 7 | 58 | 58 | 25 | 50 | | | | |
| HSP | 58 | 46 | 36 | 74 | 74 | 80 | 76 | | | | |
| MUL | 57 | | | 57 | | | | | | | |
| WHT | 71 | 61 | 54 | 79 | 67 | 48 | 69 | | | | |
| FRL | 50 | 47 | 27 | 63 | 58 | 41 | 56 | | | | |

## 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 | 68 |
| 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 | 80 |
| Total Points Earned for the Federal Index | 543 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 58 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** | |
| Federal Index - English Language Learners | 63 |
| English Language Learners Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| 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% | 0 |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | 84 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 62 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 65 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 67 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |

| 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% | 0 |

| White Students | |
|---|---|
| Federal Index - White Students | 68 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 62 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

| 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.**

When reviewing the data for FY19 at Crystal Lakes it was noted that the lowest data performance was indicated in our students with disabilities. Our students with disabilities had the lowest achievement in both Math and ELA. subject areas. In reviewing the data, it was evident that the female students with disabilities were significantly lower than the males in both ELA and Math. Additionally, our low 25 in the area of math failed to make significant learning gains.
Diagnostic results for our students with disabilities for our females with disabilities showed a 2% percent growth in ELA and in the subject of math, there was a 12% increase. The male students with disabilities showed a decrease in ELA of 7% and in the math of 1%. Overall in all students, there was a decrease in the proficiency of 4% in math and 7% in ELA.
The contributing factors to the decrease in proficiency are a direct correlation to inconsistent staffing at the beginning of the year. Team planning and PLC productivity was an additional contributing factor for all the grade levels. This is evident when reviewing the PYG for the past four years in both ELA and Math.

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

When reviewing the data components the school had no decline in percentage overall points however the least amount of growth was in the area of math and learning gains overall as well as the low 25. This lack of growth could be attributed to the lack of re-teaching secondary benchmarks within the classroom. When reflecting on the PYG in math the growth for the past four years has been lower than one year of growth in both fourth and fifth grades. ELA data reflects that each has made one year of growth in SY19. SY 19 indicated a drop in the proficiency of 7% in Grade 3 ELA. Students in Grade 4 have declined by 6% in ELA. Fifth grade had an increase in proficiency of 12%. However, it would appear that we need to reexamine team planning and use of data to drive instruction with the grade levels leading up to and including testing. Contributing factors could be a lack of team planning using data to focus on the secondary benchmarks as well as have a focused calendar to follow. Additional factors for the decrease in Grade 3 ELA include new students to the school entering grade 3 without support in the area of ELA, a variety of instructional tools being available to all students in second grade to maximize learning opportunities. The concern for Grade 3 continued as Level 2 increased on diagnostics. Ongoing secondary benchmark calendars will be implemented both during the school day and tutorial programs.

**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.**

During the SY19 the school remained higher than the state average in all tested areas; however, the smallest area was 3% for low 25 in the area of math and our overall learning gains in the area of math being less than 5% above the district and state. Contributing factors that may have impacted can be attributed to the lack of using small groups for instruction in classrooms in the area of math. Traditionally teachers would teach the whole group direct instruction but lack in the small group as well as the re-teach standards based on data. Contributing factors were the lack of PLC attendance and planning based on current data. Students need to have small group instruction focused on needs and current data from FSQs, USAs, and SuccessMaker to drive those groups. Teachers will have to

work together to unpack the standards and use the data to drive a secondary benchmark calendar for support in daily instruction as well as tutorial for students.

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

The data component that is reflecting the most improvement is the ELA learning gains. In SY19 the ELA learning increased 12% in learning gains. Teachers had worked collaboratively to ensure that a focus on literacy was school-wide. The use of Reading counts and recognition for achievement were celebrations for all grade levels. During the SY19 the professional development was focused on the ELA block including writing. With ongoing professional development, the students continued to grow as learners and increased the learning gains from the prior school year.

## Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A potential area of concern as reflected on the EWS data from Part I is the number of second-grade students (17) and third-grade students (16) who have course failure in ELA. This is concerning because those students are scheduled to take the third grade FSA must have a solid foundation and with our current PYG, the learning gains are only a year's worth or less, therefore, ensuring an obstacle for meeting the demands of being on grade level. Ensuring that primary students are prepared to enter intermediate grade levels is of the utmost importance in order to achieve the goal of 75% proficiency in reading by 2021. In addition to this data, another area of concern was a large number of students with a winter diagnostic level of 1 and 2 for both ELA and Math. This number consists of almost one-third of the test takers. These areas will require strategic planning and consistent progress monitoring. Professional development needs to be on using data to drive instruction and re-assessing the standards not mastered on an ongoing basis.

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

At Crystal Lakes, our focus is on students. Each year we create a theme to promote a sense of community to benefit the students. This school year, our theme for the school year is Operation: Education. We will maintain a structured environment to keep and maintain a healthy learning space. We will collaborate to achieve academic results for all students and finally focus on the social-emotional learning aspect of childhood.
Standards-based instruction will continue to be the primary focus during the instruction planning sessions with teachers. The upcoming school year will have a high priority on the implementation of PLC with a focus on unpacking the standards, developing assessments, using data to drive instruction and reteaching groups, as well as a focused calendar following the scope and sequence. All teachers will collaborate to ensure the success of the team planning for all students. Schedules have optimized the needs of all of our learners with a specific focus on students with disabilities. By focusing on PLC implementation and using data to drive instruction, we can identify weaknesses and address them in real-time before the end of the year state assessments. PLC will also provide the opportunity to develop reteach groups and performance assessments before FSQ, USA, and Diagnostics. By creating this system, we will set our teachers and students up for success, and the learning gains will increase, especially for our focus area, students with disabilities. ESSA subgroups for our students with disabilities will be a principal focus when planning and assessing data, especially our female students. Additional support will be provided during the school day and tutorial programs to support their mastery of the standards. Different perspectives will be given to mentoring, monitoring engagement of the learner, focused teacher planning with the collaboration of the ESE teachers, and professional development to ensure that all students are equitable and accessible to learn both in school or virtual. During our PLCs, we will focus on developing practical and relevant instruction. This will be achieved through unpacking standards, analyzing data, developing standards-based lessons using vetted resources and materials from the District, share best practices, following/

participating with the coaching continuum model, and incorporate research-based strategies. Additionally, support facilitation and ELL teachers need to be provided with time to meet with their collaborating teachers to plan effective lessons for their students that require additional support.

## Part III: Planning for Improvement

### Areas of Focus:

### #1. Instructional Practice specifically relating to ELA

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Grade 3 ELA scores dropped from 75% (SY18) to 68% in (SY19) for proficiency. To align with the strategic plan for our district we need to increase our proficiency to 75% by SY21. |
| **Measurable Outcome:** | Increase proficiency in Grade 3 ELA from 68% to 72% for SY21. Improve ELA proficiency in grades 3rd, 4th, and 5th to 80% to be stay above the target for meeting the LTO of the Strategic Plan by 2021. |
| **Person responsible for monitoring outcome:** | Laura Green (laura.green.2@palmbeachschools.org) |
| **Evidence-based Strategy:** | The teachers will be provided ongoing professional development on small group instruction based on reading levels as well as strategies. Select students will receive LLI and SPIRE for our striving reading for all grades with a focus on Grade 3. All students in will be monitored in Grade 3 retained and SWD students. Monitor iReady and RAZ kids usage and assign specific target lessons for striving students Tutorial for ELA students. |
| **Rationale for Evidence-based Strategy:** | Ongoing professional development based on trends from classroom observations and PLC. Implement LLI and SPIRE both successful programs when implemented with fidelity Students identified as striving students with prior exposure to LLI without success will be using SPIRE as their intervention Monitoring all students for RRR and iReady growth. |

### Action Steps to Implement

Professional development with grade levels will be ongoing to develop skills to use data for reteaching strategies for students as needed.
PLC will be developed to promote collaboration with team on best practices and data.
PLC will celebrate the successes and look for opportunities to strive for all learners.

| **Person Responsible** | John Pennington (john.pennington@palmbeachschools.org) |
|---|---|

## #2. Instructional Practice specifically relating to Math

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Increase our low 25 students learning gains in Grades 3,4 and 5. Small group instruction will be needed to improve math strategies based on the data from assessments, classwork and teacher observation. |
| **Measurable Outcome:** | Increase our learning gains in the area of math and a focus on the low 25 in grades 3,4, and 5 to improve from 54% in SY19 to 60% in SY21 |
| **Person responsible for monitoring outcome:** | Laura Green (laura.green.2@palmbeachschools.org) |
| **Evidence-based Strategy:** | Ongoing professional development in the content area of math. District support in classrooms ongoing. Success maker implementation and monitoring ongoing Tutorial for students identified with strands for targeted skills Khan Academy Small group implementation in the content area of math in all classrooms in all grade levels |
| **Rationale for Evidence-based Strategy:** | Ongoing professional development in the area of math is needed to approach teaching for small groups. Success Maker is personalized learning in the area of math |

### Action Steps to Implement

*No action steps were entered for this area of focus*

## #3. Culture & Environment specifically relating to Social Emotional Learning

| | |
|---|---|
| **Area of Focus Description and Rationale:** | Implement a Social Emotional Learning Program Schoolwide. Students need to have a social-emotional learning program to promote building relationships and mental well being. This need is critical due to the impact of COVID for students and families. |
| **Measurable Outcome:** | All students will have morning meetings, greetings, morning messages, activities and guidance/mental health support. |
| **Person responsible for monitoring outcome:** | Laura Green (laura.green.2@palmbeachschools.org) |
| **Evidence-based Strategy:** | Social-Emotional Learning using Casel framework based on Sanford using Morning Meetings as the program to implement in all classrooms on campus. |
| **Rationale for Evidence-based Strategy:** | The morning meeting is a program being implemented in schools, with district support for schools. Implementing the morning meeting with the greeting and morning activities are the focus in year two. Mental health needs to be a priority. |

### Action Steps to Implement

*No action steps were entered for this area of focus*

## Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Our school integrates Single School Culture by sharing our Universal Guidelines for success and communicating these expectations to all stakeholders. The SWPBS expectations are monitored using discipline, attendance, and other data points monthly. Our school is participating in a school-wide Social Emotional Learning program using Morning Meetings based on the CASEL framework. Our SWPBS has been designed this year to meet the needs of our learners with ROAR - Bobcats ROAR - Responsible, Ownership, Accepting, and Respectful at Crystal Lakes. This SWPBS ROAR was designed by teachers and shared with all stakeholders with the Bobcat Pledge during the first week of school. Teachers will work with virtual expectations and as we return to brick and mortar we will focus on ROAR expectations with our reality. ROAR is an ongoing program and will recognize classes, teachers, and students with positive rewards for**
**successful behavior on campus. This year our focus will grow in order to meet the unexpected demands of COVID limitations and CDC guidelines.**
**In alignment with School Board 2.09 and Florida State Statue 1003.42, our school celebrates multicultural diversity within the curriculum and the arts. Our students traditionally participate in Crystal**
**Lakes Annual Tribute to Veterans Day event to bring both active and retired veterans on campus to celebrate and learn from class visits. Diversity at Crystal Lakes is celebrated throughout the school year to embrace our differences. As a community of learners, we all participate in many different activities through the Fine Arts programs that embrace and celebrate the diversity in all cultures, All of our students celebrate diversity through art and music programs and schoolwide events throughout the year. The Media center and classroom libraries provide a selection of books related to a variety of cultures. Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42; continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:**
**The History of the Holocaust**
**The History of Black and African Americans**
**The Contributions of Latino and Hispanics**
**The Contributions of Women**
**The Sacrifices of Veterans and Medal of Honor recipients within US History.**
**Safety is a top priority and is reviewed regularly with the safety team as well as the Threat team to review and make any adjustments to our campus. Accident reports are discussed as well to see where accidents are occurring and to make improvements.**
**Crystal Lakes offers a school year Voluntary Prekindergarten (VPK) program that has enrichment hours to promote literacy as well as social-emotional learning. All Kindergarten children are invited to attend many transition activities to be more comfortable with the school, therefore, to learn and be successful in school and later life. We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. Each spring Crystal Lakes hosts a Kindergarten Round-up in late spring each year to share the fantastic community with our future Bobcats and their parents. As school begins, each year, families are invited to Academic Focus Night with a pre-meeting for new families to share our school-wide goals.**
**Kindergarten students participate in the staggered start for the first three days allowing the teachers to get to know their students in small groups and to learn the campus on their first day. Thursday of the first week, all students attend and begin their year-long journey as a class.**
**Our Pre-K students practice kindergarten routines, such as carrying a tray, eating at the cafeteria tables, etc. by eating breakfast in the cafeteria the last month of school.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Crystal Lakes is a community school, and we work together to improve the opportunities for all our students. This year we will be growing together in different ways to support the school with stakeholders due to COVID and limited access to campus. Our priority is to provide a safe, healthy, and positive learning environment. Our school theme this year is Operation: Education. As we approach our growing opportunities with both brick-and-mortar and virtual learning, we must remain focused on social-emotional learning for all the students and staff. Our teachers are on various committees to address the needs of our school community. They have representation from each grade or team in the school to create the vision for how we will celebrate and create learning opportunities for all. One of our teacher committees has created Virtual Parent Training on material needed to support their students. Our first training was on Google Classroom, which was well attended and successful. This type of meeting the news of our stakeholders is even more critical this year with the growth opportunities we face with COVID. SEL committee shares each week the focus lessons and added slides to the morning announcements to promote social-emotional success and strategies. Our school participates in various themed days, from Be a Bestie, not a bully to College shirt days throughout the year for all students to join. We promote a college-going culture where students are encouraged that all students have the opportunity to attend college or trade programs. We take pride in fostering a college-going culture and support and assist administrators, teachers, students, and families as they work toward achieving college readiness for all students.

Our SWPBS created virtual expectations to support the learners at home and a new version of our ROAR expectations to meet the demands of social distancing, among other new protocols on campus.

As a staff, we have teachers creating a newsletter for parents to share our celebrations. We have a group of teachers that will provide parent classes on the use of technology for their families. The staff has increased the use of technology in google classrooms and providing opportunities to learn new tools for students.

As we work with our business partners this year, it will be an open discussion to balance the needs and the guidelines for COVID. We will have meetings this year virtually with the various stakeholders to keep open lines of communication for all. Principal chats are biweekly with a free forum typesetting for parents to get real-time updates and ask the questions they have.

Our school safety patrols will be creating BSA - Bobcat Service Announcements to promote new protocols for students to learn from. This year we will host a virtual Career Day in the spring to share careers for all students to learn how those jobs help our worlds. As our world continues to change, our community is committed to learn together and provide a safe environment at Crystal Lakes Elementary.

### Parent Family and Engagement Plan (PFEP) Link

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

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | $1,500.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 2121 - Crystal Lakes Elementary Schl | School Improvement Funds | | $1,500.00 |
| | | | *Notes: Implement writing program grades 3 - 5.* | | | |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | | | | $2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 2121 - Crystal Lakes Elementary Schl | School Improvement Funds | | $2,000.00 |
| | | | *Notes: Tutorial program Ongoing to increase student achievement prior to FSA* | | | |
| 3 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | $5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2020-21 |
| | | | 2121 - Crystal Lakes Elementary Schl | Other | | $5,000.00 |
| | | | *Notes: Nearpod and Flocabulary with SEL component* | | | |
| | | | | | Total: | $8,500.00 |