Crystal Lakes Elementary School

2019-20 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 (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)	61%
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 Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (63%) 2016-17: B (59%) 2015-16: A (62%) 2014-15: A (70%)
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.

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	48%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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

Name	Title	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.
Morse, Sanna	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.
Noon, Maria	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.
Yurick, Claudia	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.
Oakley, Herele	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 administration to their teams. They monitor the PLC

Name	Title	Job Duties and Responsibilities
		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.
benson, penny	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 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.
Rose, Debbie	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.

Name	Title	Job Duties and Responsibilities
		They are the voice of their teams and relay comments and concerns to the administration and the SAC members.

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	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	

FTE units allocated to school (total number of teacher units)
59

Date this data was collected or last updated
Friday 9/27/2019

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

The number of students 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	4	5	0	12	8	13	0	0	0	0	0	0	0	42

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

The number of students 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	4	5	0	12	8	13	0	0	0	0	0	0	0	42

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	
Number of students enrolled	108 (0)	130 (0)	139 (0)	140 (0)	121 (0)	119 (0)	757 (0)
Attendance below 90 percent	17 (10)	8 (14)	13 (11)	7 (13)	12 (16)	11 (15)	68 (79)
One or more suspensions	2 (3)	0 (1)	0 (3)	4 (1)	2 (0)	3 (3)	11 (11)
Course failure in ELA or Math	5 (11)	12 (26)	20 (12)	13 (16)	10 (10)	6 (6)	66 (81)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (12)	13 (16)	29 (29)	62 (57)

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	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%
	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				
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%	
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%	
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	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
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%	

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%	
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%	
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	68
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	62
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.

The lowest data performance was low 25 in the area of math. There was an increase in Level 1 & 2 for Grade 3 in the area of math. Contributing factors for the low performance for low 25 in math were scheduling with support staff for ESE students for maximizing direct instruction with the low 25.

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

SY 19 indicated a drop in proficiency cry in Grade 3 ELA. Factors include several new students to the school entering grade 3 without support in the area of ELA. Factors include a variety of instructional tools being available to all students in second grade to maximize learning opportunities.

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.

The school remained hight than the state average in all tested areas; however, the smallest area was 3% for low 25 in the area of math. Factors that may have impacted this area was the lack of using small groups for instruction in classrooms. Additionally the reteach focus on standards on an ongoing basis for all students to increase their academic focus in math instruction.

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

The data that indicated the most improvement was ELA learning gains. SY18 was 59% to SY19 was 71%, which was 12% increase. Monitoring of individual progress was a pivotal point to the improvement

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

Increase reading proficiency and learning gains in math with a focus on the low 25 and Grade 3 math proficiency.

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

1. Increase Grade 3 proficiency in ELA
2. Increase learning gains in the area of Math
3. Increase learning gains of the low 25 in Math
4. Develop a Social Emotional Learning program during the school day

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase proficiency on ELA with Third Graders
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.

State the measurable outcome the school plans to achieve	Increase proficiency in Grade 3 ELA from 68% to 72% for SY20. 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	Teacher 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 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 Step	
Description	1. PLCs will analyze reading student achievement based on data to define student instructional goals and plan effective and relevant instruction. (Grade chairs will be the immediate person watching) 2. Monitor all subgroups for reading proficiency. 3. Data chats with teachers and students to set goals with a focus on RRR below O and Low 25 students in Grade 4 & 5 4. Provide ongoing professional development with small group rotation, RRR collection, and iReady data 5. Provide support for ongoing interventions and tutorial
Person Responsible	Laura Green (laura.green.2@palmbeachschools.org)

#2	
Title	Increase our low 25 students learning gains in Grades 3,4 and 5
Rationale	Low 25 in the area of Math has not shown significant gains in previous years

State the measurable outcome the school plans to achieve	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 SY20.
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 Step	
Description	1. Provide Math Professional Development ongoing 2. Monitor all Success maker usage and growth reports monthly - PLC 3. District support in classrooms for small group implementation as requested by teacher and PLC support and targeted classrooms for Low 25 student group work 4. Tutorial for striving students for targeted skill work 5. Khan academy recognition program for students participating
Person Responsible	Laura Green (laura.green.2@palmbeachschools.org)

#3	
Title	Implement a Social Emotional Learning Program Schoolwide
Rationale	Students need to have a social emotional learning program to promote building relationships and mental well being.

State the measurable outcome the school plans to achieve	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 one. Mental health needs to be a priority.

Action Step	
Description	1. Attend SEL Cohort training 2. Create a school committee to promote and provide ongoing PD 3. Fine Arts created to provide regular in ongoing class lessons 4. Promote kindness, bully awareness and conflict resolution schoolwide 5. Develop an ongoing segment for television for school TV news show
Person Responsible	Laura Green (laura.green.2@palmbeachschools.org)

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).

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. All students will participate in a High Expectations Ceremony as a grade level. This meeting is to review the ROAR as a grade-level team in the cafeteria during the first two weeks of school using teachers, powerpoints, and songs to demonstrate the expectations. ROAR is an ongoing program and will recognize classes, teachers, and students with positive rewards for successful behavior on campus.
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 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. Before the first day of school, kindergarten teachers screen incoming kindergarten students. We administer the statewide kindergarten screening tool to determine the readiness of each child coming into a kindergarten program. 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. Pre-K and Kindergarten parents are encouraged to attend a "Boo Hoo" breakfast immediately after the morning bell.
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.
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 focus on colleges will be with participating in wearing favorite college shirts/jersey monthly. We will host a Career Day to share local community members and beyond. This ongoing focus will open doors to each student to see possibilities for their future careers.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase proficiency on ELA with Third Graders				$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2121 - Crystal Lakes Elementary Schl	School Improvement Funds		$1,500.00
			Notes: Purchase professional development for Write Score Materials for Grades 3 - 5			
			2121 - Crystal Lakes Elementary Schl	General Fund		$9,000.00

			Notes: Materials for Teachers units			
2	**III.A.**	**Areas of Focus: Increase our low 25 students learning gains in Grades 3,4 and 5**				**$4,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000		2121 - Crystal Lakes Elementary Schl	School Improvement Funds		$4,000.00
			Notes: Provide Math Professional Development by vendor			
3	**III.A.**	**Areas of Focus: Implement a Social Emotional Learning Program Schoolwide**				**$1,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2121 - Crystal Lakes Elementary Schl	School Improvement Funds		$1,000.00
			Notes: Provide support materials for SEL program and classroom			
					Total:	$15,500.00