

Polk County Public Schools

Crystal Lake Elementary School



2020-21 Schoolwide Improvement Plan

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Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

Demographics

Principal: Marlene Taveras

Start Date for this Principal: 1/2/2018

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (41%) 2016-17: D (39%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I

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

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

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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700 GALVIN DR, Lakeland, FL 33801

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>71%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	D

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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 Lake Elementary, A Community Partnership School will strive to create an enriching, encouraging, and engaging environment. We will collaborate with staff, students, parents to incorporate real-world experiences while preparing to S.O.A.R.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Warren, Timothy	Principal	Oversee and provide strategic direction; monitor student achievement; encourage parent involvement; monitor, develop and revise policies and procedures; create and execute an accurate and efficient budget; recruit, hire and evaluate highly effective certified staff; and oversee facilities.
Perry, Swanyetta	Assistant Principal	Support and participate in daily school functions; prepare for and organize all aspects of testing; enforce positive behavior and collaborate with staff and parents concerning discipline; participate and collaborate with teachers in lesson planning and curriculum; all other duties as assigned.
	Psychologist	Support and provide professional direction for student academic and psychological services.
Anderson, Renae	Instructional Coach	As ELA Literacy coach, plan for all ELA lessons beginning with Florida standards, provide coaching cycles for all teachers in need of improvement and all other duties as assigned.

Demographic Information

Principal start date

Tuesday 1/2/2018, Marlene Taveras

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.*

0

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.*

2

Total number of teacher positions allocated to the school

22

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (40%) 2017-18: C (41%) 2016-17: D (39%) 2015-16: D (32%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CS&I
* 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	73	70	63	85	64	65	0	0	0	0	0	0	0	420
Attendance below 90 percent	22	15	17	20	16	14	0	0	0	0	0	0	0	104
One or more suspensions	1	1	8	12	16	14	0	0	0	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	3	16	19	24	0	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	14	31	28	0	0	0	0	0	0	0	73

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	14	30	32	25	0	0	0	0	0	0	0	104

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	5	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	3	5	20	18	19	0	0	0	0	0	0	0	65

Date this data was collected or last updated

Wednesday 5/27/2020

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	76	66	60	88	63	62	0	0	0	0	0	0	0	415
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	4	8	10	9	0	0	0	0	0	0	0	31
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	17	0	0	0	0	0	0	0	0	0	17

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	4	3	0	0	0	0	0	0	0	0	7
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	1	3	6	19	0	0	0	0	0	0	0	0	0	29
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Students retained two or more times	0	0	0	0	5	0	0	0	0	0	0	0	0	5
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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	76	66	60	88	63	62	0	0	0	0	0	0	0	415
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Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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One or more suspensions	0	0	4	8	10	9	0	0	0	0	0	0	0	31
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Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
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Level 1 on statewide assessment	0	0	0	17	0	0	0	0	0	0	0	0	0	17
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The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Students with two or more indicators	0	0	0	4	3	0	0	0	0	0	0	0	0	7
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The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retained Students: Current Year	1	3	6	19	0	0	0	0	0	0	0	0	0	29
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Students retained two or more times	0	0	0	0	5	0	0	0	0	0	0	0	0	5
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Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	29%	51%	57%	33%	51%	55%
ELA Learning Gains	46%	51%	58%	54%	53%	57%
ELA Lowest 25th Percentile	64%	49%	53%	49%	50%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	24%	57%	63%	27%	58%	61%
Math Learning Gains	44%	56%	62%	46%	57%	61%
Math Lowest 25th Percentile	44%	47%	51%	38%	49%	51%
Science Achievement	31%	47%	53%	29%	46%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	22%	52%	-30%	58%	-36%
	2018	24%	51%	-27%	57%	-33%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	33%	48%	-15%	58%	-25%
	2018	28%	48%	-20%	56%	-28%
Same Grade Comparison		5%				
Cohort Comparison		9%				
05	2019	39%	47%	-8%	56%	-17%
	2018	30%	50%	-20%	55%	-25%
Same Grade Comparison		9%				
Cohort Comparison		11%				

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-9%		
Cohort Comparison				5%		

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

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	13	41	50	8	38	43					
ELL	26	54		23	40		27				
BLK	11	32	55	13	41	60	21				
HSP	37	55	73	31	49	50	33				
WHT	45	52		31	41		40				
FRL	26	47	61	20	44	48	32				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	9	29	44	5	28	33	17				
ELL	39	62		45	64						
BLK	13	51	47	14	45	46	13				
HSP	37	53		38	52		69				
WHT	37	43		38	61		46				
FRL	27	51	48	28	49	39	40				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	33	33	3	39	33					
ELL	26	54		26	52		19				
BLK	16	57	56	11	37	46	17				
HSP	41	56	50	41	55	45	33				
WHT	40	50		30	46	27	30				
FRL	26	50	47	24	46	37	27				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	329
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	47
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	42
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	41
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.

ELA and MATH data both show low performance, ELA slightly higher than MATH at 29% and MATH at 24% proficiency. Contributing factors include low attendance rates and low numbers of parents attending conferences/events. SWD also show low performance at 13 proficient. Contributing factors include low attendance rates and low percentages of parent engagement. 2019 December ELA STAR data shows a Grade 3 increase from 28% to 32% proficient, Grade 4 students increased from 23% proficient up to 33% proficient, and Grade 5 students showed a slight decrease in December at 36% compared to 38% proficient in August. 2019 December MATH STAR data shows a slight decrease in Grade 3 from 38% to 34% proficient; Grade 4 showed an increase from 32% up to 57% proficient and Grade 5 students showed an increase from 28% proficient up to 42% proficient.

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

MATH data showed the greatest decline from prior year at 29% declining to 24%. Inconsistent instructional strategies allowed for lack of rigor. Low attendance and lack of parental engagement also contributed to this decline.

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 greatest gap was in MATH achievement. The decline was from 29% proficient down to 24% proficient. The inconsistent instructional strategies allowed for lack of rigor. Low attendance and lack of parental engagement also contributed to this gap.

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

The most improvement was in ELA in the bottom 25%. This great increase was due to consistent small group instruction and weekly lesson planning with the District Coach as well as Ed Directions Lead.

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

Two areas of concern are student attendance and that includes low parental engagement.

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

1. ELA small group instruction
2. MATH small group instruction
3. increasing student attendance
4. increasing parent engagement
5. continued implementation of PBIS

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Small group ELA instruction is an area of focus. Small group instruction from the campus and eSchool teacher, paraprofessionals (Title I and TSSSA) and Reading Interventionist will provide students the opportunity to practice reading strategies with immediate interventions and supports. The Gifted Teacher will provide small group interventions for campus and eSchool students at and above grade level proficiency three times a week using novel studies and Literature based novel studies. Data shows that the bottom 25% had the greatest increase from 50% to 64%. Small group instruction will also provide intensive interventions and supports for the SWD, Black students and ELL learners. Small group instruction will look different due to social distancing. Students will sit across from each other instead of beside each other and use individual student supplies. Paraprofessionals will push in each 3-4-5 grades classroom to provide frequent wiping of student contact areas and to provide support with PPE.

Measurable Outcome: For the 2021 FSA, students in grades 3-4-5 will increase achievement in ELA to 40% in all subgroups.

Person responsible for monitoring outcome: Renae Anderson (renae.anderson@polk-fl.net)

Evidence-based Strategy: The school-based ELA Coach will meet with campus and eSchool ELA teachers the week before school opens. During this time, the coach will provide the framework for small group instruction. During this time, collaboration will provide the necessary framework for the 120 minute ELA block in grades 3-4-5 classrooms. Planning will be based on individual student data and will begin with the end in mind. During this time, the Coach will also provide the structures for POWER HOUR instruction. All campus and eSchool ELA teachers will leave this planning session prepared to provide small group instruction during the 120 minute ELA block as well as the POWER HOUR. Lesson planning will continue during the BLOCK one day per week with additional planning sessions after school on a weekly basis. As paraprofessionals return to work, the Coach will also provide specific training for the UniSIG paraprofessionals that are currently being hired. Each new paraprofessional will be assigned to a specific grade level for small group instruction.

Rationale for Evidence-based Strategy: Data shows that with consistent implementation of small group instruction from the classroom teacher as well as a paraprofessional that students will increase in achievement level.

Action Steps to Implement

1. Analyze student data with Leadership Team.

Person Responsible [no one identified]

2. Literacy Coach will Provide professional development (virtually-eSchool Teachers) for new ELA instructional staff in small group instruction and POWER HOUR

Person Responsible Renae Anderson (renae.anderson@polk-fl.net)

3. Monitor and support small group instruction on a daily basis in all grade 3-4-5 campus and eSchool classrooms, provided by Reading interventionist, Gifted Teacher and paraprofessionals

Person Responsible Renae Anderson (renae.anderson@polk-fl.net)

4. Engage K-5 students in the use of leveled libraries to improve reading fluency and comprehension.

Person Responsible Renae Anderson (renae.anderson@polk-fl.net)

5. SWD, ELL and Black subgroup students will meet during ELA block AND POWER HOUR small group instruction on a daily basis with a weekly GAP analysis review by Leadership Team. eSchool student subgroups not meeting ESSA expectations will also be identified and provided 1:3 ratio instruction be eSchool teachers, Reading Interventionist, Title I and TSSSA Instructional Paras.

Person Responsible Renae Anderson (renae.anderson@polk-fl.net)

7. Plan parent engagement activities where students share their standards-tasks alignment activities with their families.

Person Responsible [no one identified]

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Small group MATH instruction is an area of focus. Small group instruction will provide students the opportunity to practice MATH strategies and fact fluency with immediate interventions and supports. Data shows that the bottom 25% in ELA had the greatest increase from 50% to 64%. Small group instruction in MATH will also provide intensive interventions and supports for the SWD, Black students and ELL learners. Small group instruction will look different due to social distancing. Students will sit across from each other instead of beside each other and use individual student supplies. Paraprofessionals will push in each 3-4-5 grades campus and eSchool classroom to provide frequent wiping of student contact areas and to provide support with PPE.

Measurable Outcome: For the 2021 FSA, students in grades 3-4-5 will increase achievement in MATH to 40% in all subgroups.

Person responsible for monitoring outcome: Shawanda McCullough (shawanda.mccullough@polk-fl.net)

Evidence-based Strategy: The school-based MATH Coach will meet with MATH teachers the week before school opens. During this time, the coach will provide the framework for small group instruction. During this time, collaboration will provide the necessary framework for the 90 minute MATH block and MTSS block in grades 3-4-5 classrooms. Planning will be based on individual student data and will begin with the end in mind. All MATH teachers (virtually-eSchool Teachers) will leave this planning session prepared to provide small group instruction during the 90 minute MATH block as well as the MTSS block. Lesson planning will continue during the BLOCK one day per week with additional planning sessions after school on a weekly basis. As paraprofessionals return to work, the Coach will also provide specific training for the UniSIG paraprofessionals that are currently being hired. Each new paraprofessional will be assigned to a specific grade level (campus and eSchool) for small group instruction.

Rationale for Evidence-based Strategy: Data shows that with consistent implementation of small group instruction from the classroom teacher as well as a paraprofessional that students will increase in achievement level.

Action Steps to Implement

1. Analyze student data with Leadership Team.

Person Responsible [no one identified]

2. MATH Coach will provide professional development (campus and eSchool) for new MATH instructional staff in small group instruction

Person Responsible Shawanda McCullough (shawanda.mccullough@polk-fl.net)

3. Guidance counselor will provide professional development for all new instructional staff (campus and eSchool) in the MTSS process

Person Responsible [no one identified]

4. Monitor and support MTSS small group instruction (campus and eSchool) on a daily basis in all grade K-5 classrooms provided by classroom teachers and paraprofessionals

Person Responsible [no one identified]

5. SWD, ELL and Black subgroup students will meet during MATH block AND MTSS small group instruction on a daily basis with a review weekly by Leadership Team. eSchool student subgroups not meeting ESSA expectations will also be identified and provided 1:3 ratio instruction be eSchool teachers, Reading Interventionist, Title I and TSSSA Instructional Paras.

Person Responsible [no one identified]

#3. Other specifically relating to Academic Acceleration Implementation Due to Loss of Instruction (COVID-19)

Area of Focus Description and Rationale: Academic Acceleration for all students will be a major priority since students have lost three (3) months of high-quality face-to-face standards-based instruction. Normally, students would encounter a slight regression in retaining information due to being out of school 2 months for the summer (June and July). However, with the additional 3 months out plus 2 months for summer, many students will start the 2020-2021 school year between 5-10 months behind depending on if they did not attend virtual learning or received poor-quality distance instruction. Compounding the matter, 43% of 3-5 students are currently in an eSchool (virtual) learning environment.

Measurable Outcome: Currently, there is no initial data indicating the current functioning level of students, rather historical FSA performance data from the 2018-2019 school year is being considered as a reference. As result, district benchmark data will be the primary data source used to determine potential student performance on the FSA. Based on the district December 2019 STAR ELA data, 38% of 3rd grade would be proficient, 47% of 4th grade and 33% of 5th grade for an overall of 31% proficiency. According to the district December 2019 STAR math data, 47% of 3rd grade would be proficient, 42% of 4th grade and 35% of 5th grade for an overall 66% proficient.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: The evidence-based strategies are as follows:
 -MTSS will be consistently adhered to for monitoring campus and eSchool student progress/growth in areas of deficiency.
 -Daily in-school supplemental instructional support from trained reading and math teachers or tutors utilizing a curriculum resource aligned to the Florida standards will also be used.
 -Daily after school supplemental instructional support from trained reading and math teachers or tutors utilizing a curriculum resource aligned to the Florida standards will provide an additional layer of support.
 -Incorporate online/digital resources (i.e. school iPads, school laptops, etc.) for individuals that prefer and demonstrate greater learning using this method.at home.
 -Embed a school-wide campus and eSchool daily 30 minute sustained reading time using Accelerated Reader (AR) books for progress monitoring.

Rationale for Evidence-based Strategy: The rationale for selecting the strategies are as follows:
 -MTSS is the foundation for meeting student needs through explicit differentiated instruction that use multiple systems of supports.
 -Daily campus and eSchool supplemental instructional support will act as the second layer of assistance for students and will allow for greater participation/attendance since students are already at school.
 -Daily after school supplemental instructional support is a third opportunity for students whose parents can accommodate the additional "catch-up" time after school. Also, teachers will not be restricted by curriculum resources, rather only have to ensure that it is Florida standards-based.
 -Due to COVID19, teachers and students have learned to teach and learn differently. As result, many teachers have developed greater expertise in digital instructional resources and students have identified unique engaging ways to learn online.
 -Embedding a school-wide daily 30 minute reading time communicates the importance of reading in relation to academic success in all content areas.

Action Steps to Implement

MTSS:

- Develop a MTSS rubric to determine the level of campus and eSchool classroom implementation and to provide high-quality teacher feedback.
- Develop a class visitation schedule to observe campus and eSchool MTSS/small group differentiated instruction to ensure implementation fidelity.
- Compile campus and eSchool classroom observation data of MTSS implementation and chart school-

Person Responsible Timothy Warren (timothy.warren@polk-fl.net)

Additional Schoolwide Improvement Priorities

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

The Leadership Team will address the remaining school-wide improvement priorities as follows:

- Leadership Team members will progress monitor student performing in the math low 25% on school-based and district assessments and identify whether students are campus and eSchool. Additionally, the team will monitor MTSS protocol during administrative classroom observations and provide corrective feedback to teachers. Lastly, Leadership members will personally contact the parents of students in the low 25% for math and request that their child attend all after school tutoring sessions. .
- Leadership Team members will address attendance concerns by coordinating with the Attendance Manager and school-based PBIS team to identify students with improved attendance so they can receive rewards. Additionally, one Leadership Team member will participate in Attendance Intervention Team meetings with parents and the truancy officer to develop strategies to assist families with students that have poor attendance.
- Leadership Team members will address FSA Science proficiency by using district-based monthly assessments to monitor and ensure progress toward increasing proficiency. Leadership members will gather student performance data, chart it and communicate the findings and recommendations to teachers for determining if acceptable progress is occurring and what additional curriculum strategies can be used to ensure student growth.
- Leadership Team members will identify and monitor gaps in SWD, Black, and ELL student ELA performance by addressing deficiencies using the Reading Interventionist, Reading Resource Teacher, Title I Reading Tutors, and TSSSA Instructional Paras to provide supplemental instruction. Student weekly and monthly ELA assessments will be entered into the school-based Gap Analysis Tool for their subgroup during weekly planning time. Students that evidence a gap in performance for their subgroup will be placed in the rotation for explicit supplemental daily small group instruction.

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.

As the Community Partnership School in Polk, school improvement strategies are addressed during Cabinet and Committee meetings on a monthly basis and often times more frequent than that. Providers work closely with the Cabinet to support all students, families and the community with supports and services. Specifically, students receive tutoring through Learning Resource Center as well as supports and services through Girl Scouts/Boy Scouts, Inner Act Alliance, and many student-focused clubs on campus. Core partners including United Way of Central Florida and Southeastern University provide specific supports for staff and students including student interns and mentors. Central Florida Health Care provides health and wellness on campus. The other Core partner, Heartland for Children, provides funding and supports/services for incentives and programs to ensure that the focus is academic success for all students.

District staff has provided specific training in PBIS and the staff and entire campus/community participate in supporting our Eagles to SOAR. Each aspect of PBIS is now implemented across the campus and the school has applied to be a PBIS Model School. Students/Families are responsible for behavior expectations and staff support these expectations through many avenues. Incentives and rewards are provided by business partners and continue to encourage success for all students.

Staff will participate in a book study as they return in the fall. "Emotional Poverty in all Demographics" by Ruby Paine is the book that will be used during the study. It will provide clear conceptual frameworks and effective strategies for creating the culture of caring and support necessary in today's world and for our neighborhood as we provide safety and well-being of students.

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				\$182,618.46
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	150-Aides	0101 - Crystal Lake Elementary School	UniSIG	5.0	\$77,250.04
			<i>Notes: Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation</i>			

5100	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG		\$7,725.00
		<i>Notes: Retirement - 8.47% - Instructional Personnel</i>			
5100	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$5,909.63
		<i>Notes: Social Security -7.65% -Instructional personnel</i>			
5100	231-Health and Hospitalization	0101 - Crystal Lake Elementary School	UniSIG		\$46,440.00
		<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
5100	232-Life Insurance	0101 - Crystal Lake Elementary School	UniSIG		\$108.00
		<i>Notes: Life Insurance - Instructional personnel</i>			
5100	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$146.78
		<i>Notes: Workers Compensation - .19% - Instructional Personnel</i>			
6300	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG		\$15,536.00
		<i>Notes: Classroom Teachers - Stipends for Classroom Teachers participating in curriculum planning after contact hours 25 teachers, 4 hours per week - 8 weeks Rate of Pay per CBA - Administration will decide how teachers are selected. Coaches/Admin. will facilitate</i>			
6300	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG		\$1,553.60
		<i>Notes: Retirement - 8.47%- Curriculum Planning</i>			
6300	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$1,188.50
		<i>Notes: Social Security - 7.65% - Curriculum Planning</i>			
6300	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$29.52
		<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			
6300	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$1,864.32
		<i>Notes: Other Certified Instructional Personnel - Stipends- participating in curriculum planning after contact hours - Guidance Counselor, Network Mgr., and Interventionists 3 coaches and interventionists - 4 hours per week - 8 weeks Rate of Pay per CBA Selection of teachers - Administrative decision and based on need in choosing personnel Coaches/Admin. will facilitate training</i>			
6300	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG		\$186.43
		<i>Notes: Retirement - 8.47%- Curriculum Planning</i>			
6300	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$142.62
		<i>Notes: Social Security - 7.65%</i>			
6300	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$3.54
		<i>Notes: Workers Compensation - .19% - Curriculum Planning</i>			

	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$6,036.70
			<i>Notes: Supplies - Instructional - General Classroom Supplies - Paper, pencils, folders, binders, post it notes, chart paper, etc...</i>			
	5100	644-Computer Hardware Non-Capitalized	0101 - Crystal Lake Elementary School	UniSIG		\$11,820.00
			<i>Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 30 iPads</i>			
	5100	648-Technology-Related Capitalized Furniture, Fixtures and Equipment	0101 - Crystal Lake Elementary School	UniSIG		\$1,618.00
			<i>Notes: Technology-Related Capitalized Furniture, Fixtures and Equipment -greater than or equal to \$1,000- 1 cart</i>			
	5100	519-Technology-Related Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$3,330.00
			<i>Notes: Technology-Related Supplies - iPad Cases (30), iPad Pro Case (1), Apple TV (1)</i>			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0101 - Crystal Lake Elementary School	UniSIG		\$1,000.00
			<i>Notes: Capitalized Hardware and Technology-Related Infrastructure - iPad Pro (1)</i>			
	5900	120-Classroom Teachers	0101 - Crystal Lake Elementary School	UniSIG		\$469.30
			<i>Notes: Classroom Teachers- Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring 2 teachers, 12 hours per teacher</i>			
	5900	130-Other Certified Instructional Personnel	0101 - Crystal Lake Elementary School	UniSIG		\$150.00
			<i>Notes: Other Certified Instructional Personnel - Stipends to coaches, interventionists, network manager, media specialist and or guidance counselor to provide supplementary after school, before school or Saturday tutoring 1 IP, 7.5 hours per IP</i>			
	5900	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG		\$61.93
			<i>Notes: Retirement - 10% - Instructional personnel for extended learning</i>			
	5900	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$47.37
			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$1.18
			<i>Notes: Workers Compensation -.19% - Instructional personnel for extended learning</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$0.00
3	III.A.	Areas of Focus: Other: Academic Acceleration Implementation Due to Loss of Instruction (COVID-19)				\$0.00
					Total:	\$188,622.50