Crystal Lakes Elementary School

2021-22 Schoolwide Improvement Plan

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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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2020-21 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%)
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	

* 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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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.

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Crystal Lakes Elementary School is to educate, affirm, and inspire each student in an equity-embedded school system.

Provide the school's vision statement.

We envision...

Crystal Lakes Elementary School is an educational and working environment where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and everyone will succeed and flourish.

Crystal Lakes Elementary School will take ownership of students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student, and a positive vision for their future is nurtured. Each student's cultural heritage is valued, and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

School Leadership Team

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

Name	Position 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.
Hack, Samantha	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
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 the administration to their teams. They monitor the PLC meetings, take notes, lead discussions, and provide data and requested reports to the 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 the 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 the administration. They are the voice of their teams and relay comments and concerns.
Cross, Susan	Teacher, PreK	Serves as the Instructional Team Leader for our VPK program.
Glass, Lisa	Teacher, K-12	Serves as the instructional team leader.

Name	Position Title	Job Duties and Responsibilities
Smith, Kristen	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Robbins, David	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Yurick, Claudia	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Waite, Kelly	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Keating, Lisa	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.
Schmitz, Shannon	Teacher, K-12	Assist and support the instructional leader in executing and monitoring personnel, resources, and strategies to ensure all students receive effective standards-based instruction.

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
69

Total number of students enrolled at the school
755

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	98	111	123	146	134	143	0	0	0	0	0	0	0	755
Attendance below 90 percent	0	8	10	9	5	10	0	0	0	0	0	0	0	42
One or more suspensions	0	0	0	1	0	2	0	0	0	0	0	0	0	3
Course failure in ELA	0	10	17	21	11	21	0	0	0	0	0	0	0	80
Course failure in Math	0	2	10	9	10	15	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	1	19	20	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	15	10	0	0	0	0	0	0	0	26
Number of students with a substantial reading deficiency	12	25	25	50	60	55	0	0	0	0	0	0	0	227
FY21 ELA Winter Diag Level 1 & 2	0	0	0	47	59	50	0	0	0	0	0	0	0	156
FY21 Math Winter Diag Level 1 & 2	0	0	0	32	56	52	0	0	0	0	0	0	0	140

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	2	12	8	9	17	0	0	0	0	0	0	0	48

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	3	2	5	4	8	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated
Tuesday 7/20/2021

2020-21 - 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	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	

2020-21 - 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	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	0

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				71%	58%	57%	71%	57%	56%
ELA Learning Gains				71%	63%	58%	59%	61%	55%
ELA Lowest 25th Percentile				62%	56%	53%	58%	56%	48%
Math Achievement				73%	68%	63%	74%	65%	62%
Math Learning Gains				67%	68%	62%	66%	63%	59%
Math Lowest 25th Percentile				54%	59%	51%	53%	53%	47%
Science Achievement				65%	51%	53%	60%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	68%	54%	14%	58%	10%
Cohort Comparison						
04	2021					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-68%				
05	2021					
	2019	72%	59%	13%	56%	16%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	66%	65%	1%	62%	4%
Cohort Comparison						
04	2021					
	2019	72%	67%	5%	64%	8%
Cohort Comparison		-66%				
05	2021					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	51%	13%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Throughout the year, all grade levels used multiple tools to progress monitor students and used the data the drive instruction. iReady, FSQ's, Running Reading Records, and teacher/administration observation/conferencing were used to progress monitor ELA. SuccessMaker, USA's, FSQ's, and teacher/administration observations/conferencing were used to progress monitor math. FSQ's, USA's, and teacher/administration observations/conferencing were used to progress monitor science.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	49	52	68
	Economically Disadvantaged	24	25	33
	Students With Disabilities	10	21	13
	English Language Learners	1	1	1
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	92		69
	Economically Disadvantaged	45		34
	Students With Disabilities	18		11
	English Language Learners	3		2

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	51	64	78
	Economically Disadvantaged	25	31	38
	Students With Disabilities	10	10	12
	English Language Learners	1	1	2
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	92		56
	Economically Disadvantaged	45		27
	Students With Disabilities	17		15
	English Language Learners	5		3

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	66	73	80
	Economically Disadvantaged	32	36	39
	Students With Disabilities	20	20	21
	English Language Learners	1	2	2
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69		43
	Economically Disadvantaged	34		21
	Students With Disabilities	23		23
	English Language Learners	2		1

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	48	53
	Economically Disadvantaged	19	23	26
	Students With Disabilities	23	12	14
	English Language Learners	1	0	1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	62		31
	Economically Disadvantaged	30		15
	Students With Disabilities	17		18
	English Language Learners	10		0

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	48	
	Economically Disadvantaged	18	23	
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	62		31
	Economically Disadvantaged	30		15
	Students With Disabilities	17		18
	English Language Learners	10		0
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	37	60	30	42	19	8	35				
ELL	54	73		44	47		50				
ASN	89			78							
BLK	53	62		35	23		38				
HSP	52	62		51	38		50				
MUL	74			58							
WHT	72	67	62	60	38	27	62				
FRL	53	56	44	43	34		52				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	56
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	42
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	53
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	66
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	55
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	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

ELA
Trends emerging across grade levels: Within grade levels, mastery of proficiency throughout the year declined with iReady, but mastery on FSA ELA had stayed consistent within proficiency.
Subgroups: There was little to no movement amongst ESE and ELL learners across all grade levels.

Math
Trends emerging across grade levels: Within grade levels, mastery of proficiency throughout the year consistently declined with SuccessMaker, as well as a significant decline in FSA Math proficiency.
Subgroup: There was little to no movement amongst ESE and ELL learners across all grade levels.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on these 2019 FSA and progress monitoring, math is our greatest need for improvement. A significant decline in our lowest 25% and overall proficiency in math across all grade levels. When reviewing the data from the Fall had 92% proficiency school wide and the spring proficiency dropped significantly to 62% schoolwide. When looking at the tested grade levels the the drops were significant and up to 50% decrease this is due to the varying different learning of both virtual and in person. Looking within the data the virtual learners struggled with mastery of concepts due to the distant learning challenges.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the pandemic, several challenges and obstacles occurred, including but not limited to; attendance staff and students, virtual learning, technology challenges, lack of small group instruction, and overall consistency.

New actions that are in place to help support and monitor math across grade levels; PLC's, ongoing PD with District Math Support, specific scheduling amongst math blocks, small group instruction, peer observation with specific teachers on grade levels, monitoring successmaker, and unpacking standards, using formal and informal assessments to drive instruction.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

We were able to sustain the smallest loss of proficiency amongst all grade levels in ELA. Within this success, 3rd grade showed the most consistency in proficiency with iReady as well as FSA. Using data to drive instruction it is important to look schoolwide from the fall at 49% to winter at 52% and

spring 68% the increase was evident. Although the grade level showed an increase in iReady the students did not perform the same on the FSA resulting in a schoolwide drop in proficiency of 7% points from SY19.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Within the 3rd Grade team, rigorous planning for instruction in language to support editing and grammar was a high priority. As well as utilizing specific intervention groups provided by an ESE resource teacher using LLI.

What strategies will need to be implemented in order to accelerate learning?

To continue accelerating learning, we have created a single school culture that team plans, biweekly PLCs, analyzes data to help drive and plan for instruction, and making small group instruction with a purpose and evidence of student mastery.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

With the help of our district's math department, PD will be provided biweekly for grades 4 and 5 and once a month for grade 3, through PLC's PD for creating small groups, using student data to form whole group and small group instruction, identifying a purpose for each small group, and developing evidence to show mastery of standards.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Biweekly PLCs for all grade levels, shared planning, informal and formal observations by the administration, peer observation/walkthroughs, and rigorous bell to bell instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	After reviewing the 2020-2021 FSA Score it was evident that math was our area of concern. Successmaker also supports the FSA Data and our identification of math being our area of most need of improvement.
Measurable Outcome:	Students will increase math learning gains in our lowest 25% from 17% to 60% by June 2022.
Monitoring:	Students' data will be monitored with FSQ's, USA's, Successmaker, teacher/ observation.
Person responsible for monitoring outcome:	Laura Green (laura.green.2@palmbeachschools.org)
Evidence-based Strategy:	Small group instruction and reteaching utilizing assessment data.
Rationale for Evidence-based Strategy:	Differentiating instruction based on students' needs. Particularly spiraling through previous standards not mastered and maintaining proficiency.

Action Steps to Implement

Implementing biweekly PLCs to utilize PD with the district math department. Focusing on creating small groups and using standard base instruction

Person Responsible	Samantha Hack (samantha.hack@palmbeachschools.org)

Observations were conducted by the administration to ensure the rigor of small group instruction and the fidelity of evidence being collected for mastery.

Person Responsible	Laura Green (laura.green.2@palmbeachschools.org)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	After reviewing FSA data from the present to 2015, we have been working towards the Strategic Plan of 3rd-grade proficiency rate of 75%.
Measurable Outcome:	Increase grade 3 ELA proficiency 67% to 75% by June 2022.
Monitoring:	Students' data will be monitored with FSQ's, Editing Task, teacher/observation, iReady, and standard-based exit tickets.
Person responsible for monitoring outcome:	Laura Green (laura.green.2@palmbeachschools.org)
Evidence-based Strategy:	Small group instruction and reteaching utilizing assessment data.
Rationale for Evidence-based Strategy:	Differentiating instruction based on students' needs. Particularly spiraling through previous standards not mastered and maintaining proficiency.

Action Steps to Implement

Biweekly PLCs focusing on creating standard-based small groups by analyzing data, developing evidence of mastery (exit tickets), and common planning.

Person Responsible	Samantha Hack (samantha.hack@palmbeachschools.org)

Peer observation and providing descriptive feedback with the next steps.

Person Responsible	Laura Green (laura.green.2@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

According to the data, our school is less than 1% in reported incidents amongst students. Our goal is to continue to keep a safe environment for students and staff members by the implementation of SEL and our School-Wide Positive Behavior System.

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.

School-wide Positive Behavior is used to encourage student's academic and behavioral success. To celebrate success, students are provided Bobcat Bucks when exhibiting the characteristics of a proficient learner. The Bobcat Bucks are then turned in for a prize. To highlight the class successes, the class can earn Paws in both Fine Arts and the Cafeteria. These Paws can then be turned in for a class reward by increments of 10's. Additionally, to highlight the teacher's success, teachers can earn rewards for every 30 Paws earned.

In addition, as stipulated within Florida Statute & Policy 2.09 and in alignment to the District's Strategic plan our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(g) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, is widely recognized as a precipitating event that led to the Holocaust.

(h) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(p) Study of Hispanics contributions standards prioritizes listing Hispanics of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Hispanics to society.

(q) Study of Women's Contributions standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(t) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Crystal Lakes Elementary School aims to cultivate solid relationships with students, families, local businesses, and community stakeholders. The school benefits from a thriving Parent Teacher Association which sponsors students, teachers, and school endeavors. The PTA conducts successful fundraisers that are supported by local businesses. Additionally, the school hosts a variety of after-school clubs from local

businesses such a dance, cheerleading, tennis, STEM.

We engage families and communities in a variety of ways, such as:
*Meet the Teacher
*SAC Meetings
*Social Media
*Parent Communication- emails, newsletters, call outs
*Partnering with local business
*PTA Meetings

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Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	0000	100-Salaries	2121 - Crystal Lakes Elementary Schl	School Improvement Funds		$2,000.00
			Notes: Tutorial for students in the area of math with a focus on the low 25 in Grade 4 & 5.			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
		690-Computer Software	2121 - Crystal Lakes Elementary Schl	General Fund		$2,500.00
			Notes: Flocabulary Subscription for teachers			
					Total:	$4,500.00