

Polk County Public Schools

Crystal Lake Elementary School



2021-22 Schoolwide Improvement Plan

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Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

<http://schools.polk-fl.net/crystallakeelementary>

Demographics

Principal: Marlene Taveras

Start Date for this Principal: 7/1/2020

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	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* 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%)
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	
* 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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Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

<http://schools.polk-fl.net/crystallakeelementary>

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	C

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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.

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	Position 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 during lesson planning and curriculum alignment; all other duties as assigned.
Anderson, Renae	Instructional Coach	As ELA Literacy Coach, plan for all ELA lessons using B.E.S.T. Standards and the continuing Florida Standards, provide coaching cycles for all teachers, identify and coordinate literacy K-5 activities, and support admin with other academically-focused activities.
McCullough, Shawanda	Math Coach	As Math/Science Coach, plan for all math/science lessons using B.E.S.T. Standards and the continuing Florida Standards, provide coaching cycles for all teachers, identify and coordinate math/science K-5 activities, and support admin with other academically-focused activities.
Griffin, Adrienne	Other	As Reading Interventionist, plan reading interventions for students struggling with reading (i.e. low 25%, etc.), implement research-based and best intervention strategies to provide differentiated instruction to students, coordinate with teachers and assist with Tier 2 and 3 classroom interventions, train instructional paras to provide daily support to students identified as struggling in reading, and support admin with other academically-focused activities.
Hagan, Andrea	Administrative Support	Manage and oversee execution of a network of expanded learning opportunities (after school tutoring, mentoring, youth development, youth empowerment and enrichment clubs) and comprehensive support services (medical, dental, and behavioral healthcare, social/emotional well-being, and prevention) within the school in partnership with school leadership. Identify, develop and make determinations for after school programming, health care and other support services that align with the collective vision of Community Partnership Schools and are identified through a needs assessment process. Develop and nurture positive relationships with school administrators and relevant community agencies to operationalize the partnership. Oversee the hours of operation and supervision of the Community Partnership School expanded learning opportunities and comprehensive support services.

Demographic Information

Principal start date

Wednesday 7/1/2020, 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.*

2

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.*

5

Total number of teacher positions allocated to the school

33

Total number of students enrolled at the school

323

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

7

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

6

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	18	60	52	56	57	80	0	0	0	0	0	0	0	323	
Attendance below 90 percent	14	24	27	24	34	23	0	0	0	0	0	0	0	146	
One or more suspensions	4	0	0	9	13	9	0	0	0	0	0	0	0	35	
Course failure in ELA	5	14	26	35	42	34	0	0	0	0	0	0	0	156	
Course failure in Math	2	10	17	25	36	23	0	0	0	0	0	0	0	113	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	17	10	0	0	0	0	0	0	0	27	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	15	19	0	0	0	0	0	0	0	34	
Number of students with a substantial reading deficiency	5	14	26	35	36	26	0	0	0	0	0	0	0	142	

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	10	13	21	31	45	37	0	0	0	0	0	0	0	157

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

Date this data was collected or last updated

Monday 7/19/2021

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	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

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	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

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				29%	51%	57%	28%	50%	56%
ELA Learning Gains				46%	51%	58%	50%	51%	55%
ELA Lowest 25th Percentile				64%	49%	53%	50%	45%	48%
Math Achievement				24%	57%	63%	29%	58%	62%
Math Learning Gains				44%	56%	62%	52%	56%	59%
Math Lowest 25th Percentile				44%	47%	51%	41%	44%	47%
Science Achievement				31%	47%	53%	40%	53%	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	22%	52%	-30%	58%	-36%
Cohort Comparison						
04	2021					
	2019	33%	48%	-15%	58%	-25%
Cohort Comparison		-22%				
05	2021					
	2019	39%	47%	-8%	56%	-17%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	18%	56%	-38%	62%	-44%
Cohort Comparison						
04	2021					
	2019	30%	56%	-26%	64%	-34%
Cohort Comparison		-18%				
05	2021					
	2019	31%	51%	-20%	60%	-29%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	33%	45%	-12%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

1st through 5th grade data was compiled using district STAR assessments.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18/38%	24/41%	11/19%
	Economically Disadvantaged	18/38%	24/41%	11/19%
	Students With Disabilities	2/40%	3/50%	1/20%
	English Language Learners	8/58%	7/50%	3/23%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38/66%	40/69%	25/43%
	Economically Disadvantaged	38/66%	40/69%	25/43%
	Students With Disabilities	5/100%	1/25%	1/25%
	English Language Learners	11/75%	7/50%	3/23%
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/15%	21/34%	19/31%
	Economically Disadvantaged	9/15%	21/34%	19/31%
	Students With Disabilities		2/33%	
	English Language Learners	1/6%	1/5%	2/11%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/33%	22/36%	9/15%
	Economically Disadvantaged	20/33%	22/36%	9/15%
	Students With Disabilities			
	English Language Learners	1/9%	1/17%	1/8%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	12/20%	14/24%	11/19%
	Economically Disadvantaged	12/20%	14/24%	11/19%
	Students With Disabilities	2/18%	1/8%	1/9%
	English Language Learners	1/17%	1/17%	1/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/20%	15/25%	5/8%
	Economically Disadvantaged	12/20%	15/25%	5/8%
	Students With Disabilities	3/22%	2/18%	1/8%
	English Language Learners		1/20%	
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21/24%	30/38%	20/23%
	Economically Disadvantaged	21/24%	30/38%	20/23%
	Students With Disabilities	1/7%		
	English Language Learners	1/8%	4/31%	2/15%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20/23%	27/31%	17/19%
	Economically Disadvantaged	20/23%	27/31%	17/19%
	Students With Disabilities	1/15%	1/6%	1/5%
	English Language Learners	4/31%	6/46%	4/31%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/11%	9/16%	11/19%
	Economically Disadvantaged	6/11%	9/16%	11/19%
	Students With Disabilities			
	English Language Learners	1/6%	1/5%	2/11%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/16%	8/14%	7/12%
	Economically Disadvantaged	9/16%	8/14%	1/9%
	Students With Disabilities			1/6%
	English Language Learners	2/11%	3/17%	3/16%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/20%	5/10%	15/27%
	Economically Disadvantaged	11/20%	5/10%	15/27%
	Students With Disabilities	2/13%		1/8%
	English Language Learners	5/41%	1/8%	4/31%

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	3	14		3	13						
ELL	19	19		13	38		14				
BLK	10	27		4	22						
HSP	21	29		14	33		14				
WHT	31	20		18	8		30				
FRL	21	33	42	13	27	33	18				
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				

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
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				

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	27
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	218
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	7
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	24
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	13
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	26
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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	21
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	29
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Student proficiency in 2019 was 29% reading, 24% math, and 31% science. This indicates that the most prevalent and concerning trend, which indicates that on average 72% of our student are not meeting grade level expectations. In addition, ESSA subgroups such as blacks, Hispanics, and students with disabilities are not demonstrating any proficiency. The only ESSA subgroup meeting the feral index is our white students.

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

2019 FSA Math (24%) achievement and learning gains (44%).
2021 STAR Math Winter Assessment (26%)

2019 FSA Reading (29%) achievement and learning gains (46%).
2021 STAR Reading achievement (28%)
2021 FSA Reading (18%).

2019 SSA Science achievement (31%).
2021 District Science Gut Check (27%).

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

The most prominent contributing factors directed impacting the need for improvement are: (1) grade-level standards-based instruction with aligned student tasks were not consistently provided, (2) instructional capacity and content-area expertise among teachers was not effectively developed through training, and (3) whole-group instruction was primarily used.

New actions to address this need for improvement: (1) provide students with daily tasks aligned to grade-level standards, (2) train teachers and staff to provide students with daily data-based instruction aligned to the standards, and (3) provide students differentiated tasks daily to accelerate their learning.

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

2019 STAR Math Winter Assessment (26%)
2021 Potential increase of 2% from 2019 FSA Math 24% to 26% STAR proficiency.

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

The most prominent contributing factors directed impacting the improvements are: (1) more experienced teachers providing standards-based instruction, (2) supplanted classroom support, (3) professional development for teachers.

New actions to address this need for improvement: (1) Teachers in FSA accountability grades had at least 1 or more years of experience teaching the content-area standards, (2) academic coaches were

placed in classrooms to teach and provide differentiated instruction to students, (3) voluntary professional development was provided to teachers after school.

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

The following strategies will be used to accelerate learning:

- a. Train teachers and staff to provide students with daily tasks aligned to the standard.
- b. Align all student instructional tasks to the standards being taught.
- c. Provide students with daily tasks aligned to grade-level standards being taught.
- d. Differentiate daily student tasks to bridge deficiencies in student understanding.
- e. Use data-based decision-making to identify daily differentiated student tasks.
- f. Use instructional technology daily to strategically differentiate and accelerate student learning.
- g. Utilize instructional paras to provide differentiated and grade-level tasks to students in small groups.
- h. Identify ESSA groups that did not meet the federal index (black, SWD, ELL) and provide daily standards-aligned tasks to students to bridge deficiencies in understanding.

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.

Teacher and instructional para professional development will focus on:

- a. Developing standard-task-alignment problems/questions for students using whole-group tasks, group tasks, and independent student tasks
- b. Developing content-area center activities for students with standards-task-alignment to provide daily practice.
- c. Creating content-area FCIM calendars to ensure sufficient and efficient instructional pacing and coverage of grade-level standards for students.
- d. Using technology platforms based on data to effectively to differentiate and accelerate student learning.

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

To ensure sustainability of improvement:

- a. Students identified as low 40th percentile and below will be identified and provided extended learning by instructional support staff.
- b. Students identified in ESSA subgroups not meeting the federal index will be provided extended learning opportunities by instructional support staff.
- c. Tier 3 students will receive intervention from Reading Endorsed instructional staff.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale:	<p>-All teachers with 1-3 years of experience in FSA accountability grades achieved proficiency less than 15% in ELA, Math, or Science. As a result, we will increase teacher professional development for 3 first year teachers in FSA accountability grades to communicate urgency and develop skills to adequately prepare students.</p> <p>-Train K-5 teachers to consistently use positive behavioral intervention strategies to reduce off-task student behavior and maximize student learning.</p> <p>-Train K-5 teachers to effectively and efficiently use instructional technology to to enhance and accelerate student learning.</p>
Measurable Outcome:	Based on increased teacher knowledge and skills as a result of professional development, 2021-2022 FSA performance will increase to 41% points: ELA 26% to 41%, Math 24% to 41%, and Science 31% to 41%.
Monitoring:	The outcome of teacher professional development related to instructional practice will be monitored through STAR by analyzing improvements in student learning on the Winter and Spring reading, math tests, and science through district quarterly assessments.
Person responsible for monitoring outcome:	Timothy Warren (timothy.warren@polk-fl.net)
Evidence-based Strategy:	<p>-Weekly common planning facilitated by academic coaches and/or admin will be provided to teachers for collaboration with peers.</p> <p>Rationale</p> <p>-Teachers need opportunities to receive non-evaluative feedback from content-area experts.</p> <p>-Teachers need time to share instructional ideas and strategies that have yielded success with student learning.</p>
Rationale for Evidence-based Strategy:	<p>Criteria</p> <p>-Common Planning is considered a "linchpin" practice for transforming schools and offer teachers opportunities to work in smaller learning communities and aid first year and new teachers with transitioning to our school. The net result will be teachers receiving practice advice for their teaching context, as well as strategies to improve their pedagogy to improve students learning.</p> <p>-Effective implementation of Positive Behavioral Intervention Strategies (PBIS) reduce class discipline issues and as result, a learning environment conducive to student learning is fostered.</p> <p>-Ensuring that technology is utilized to afford students differentiated practice on standards/ benchmarks, will keep individuals actively engaged in meaningful learning tasks aligned to state grade-level expectations.</p>

Action Steps to Implement

- Admin will develop teacher instructional schedules that include a consistent time for weekly common planning.
- Admin will coordinate professional development topics with Academic Coaches that will be covered during weekly common planning.
- First year teachers will meet weekly with admin to review standards/benchmarks being taught and to discuss best pedagogical practices for ensuring student learning of the information being covered in class.
- Academic Coaches will increase in-class modeling.
- Academic Coaches will increase and differentiate coaching cycles for teachers with 1-3 years of

experience.

-All teachers will participate in after school planning and data analysis facilitated by the principal and related to SIP goals for reading and math.

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

-Academic Coaches will review school-wide academic performance data (i.e. STAR reading and math, district science assessments, etc.) to determine appropriate professional development topics for weekly common planning.

-Academic Coaches will survey teachers to determine additional professional development topics.

-Academic Coaches and Admin will review school-wide trends evident during class visits/walk-throughs and Instructional reviews to determine professional development.

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

#2. Culture & Environment specifically relating to Discipline**Area of Focus Description and Rationale:**

Historically, Crystal Lake Elementary records an average of 300 office discipline referrals per year. Last year there was a significant decrease in student discipline referrals. This decrease is attributed to the integration of student support services offered through our community partners, Children's Home Society and Sensory Academy of Learning and Technology (SALT), which provides mental health services and research-based interventions to regulate student behavior.

Measurable Outcome:

The specific measurable outcome the school plans to achieve will be accomplished through the four pillars of community schools; collaborative leadership, expanded learning, wellness, and family and community engagement. Parent education, enrichment opportunities, and other supports to students, families and the community will be facilitated by the Director of Community Partnership Schools who will combine rigorous academic programs and a wide-range of in-school services, supports and opportunities to promote children's learning and development. Additionally, this collaborative effort unites the most important influences in a child's life- school, family and community. Finally, it creates a common vision to create an integrated set of learning opportunities physically and socially, multiple common goals that include school readiness; student academic success; physical, social and emotional health; and parent and community engagement.

Total discipline incidents data will be monitored by using FOCUS (student information management system) to analyze the number of monthly Code of Conduct violations and the consequences administered.

Monitoring:

The Serenity Nest, a therapeutic support program will also serve as a multi-tiered system of support to monitor student discipline. This safe space allows for students to self-regulate in a calm, relational setting and to further assist them in transferring their knowledge to the classroom and limit off task and disruptive behavior.

Person responsible for monitoring outcome:

Swanyetta Perry (swanyetta.perry@polk-fl.net)

Evidence-based Strategy:

As a trauma informed school, teachers receive extensive training on Adverse Childhood Experiences (ACE) and their impact on student achievement. Miss Kendra, an innovative program provides our staff with the most relevant information about trauma-informed education and helps prepare them for implementation of trauma-informed socioemotional learning.

Staff will learn the following:

- *What lifelong impacts do ACEs have, both medically and psychologically.
- * Why early identification of trauma is so critical.
- * Trauma and toxic stress are pervasive.
- * Trauma inhibits students' executive functioning as well as their mental and physical health.
- * Layers of the traumatic experience.
- * How trauma schemas distort perception.
- * Differentiate vicarious trauma from compassion fatigue or burnout.
- * Identify and set in place preventive practices for self and community care to combat the effects of vicarious trauma.
- * How to deepen relationships with students via open conversation.

Rationale for Evidence-based Strategy: Reviewing total discipline incidents data will provide insights regarding which students are committing the most discipline violations, which teachers require classroom management support, and what alternatives to suspension can be used to improve student behavior, such as the serenity nest, while simultaneously providing support to students and teachers.

Action Steps to Implement

- Admin will download monthly total discipline incidents monthly.
- Admin will analyze and chart discipline data by violation, teacher/area, and consequence.
- Admin will provide specific feedback and/or professional development to teachers.
- Admin will coordinate PBIS support for teachers.
- Admin will post CHAMPS protocols throughout the school.
- Teachers will develop and implement PBIS within their classrooms.
- Admin will monitor the number of students sent to SALT room
- Admin will monitor the number of students being served by SALT (i.e. applications received/returned).
- Coordinate with core partners to secure grants and funding for programs.
- Wellness Coordinator will provide healthcare and mental health support for students.
- Expanded Learning Coordinator will lead Drumbeats activity for self-regulation.
- Family and Community Engagement Coordinator will assist families with school-related programs.
- Director of Community Partnership Schools will continue to forge business relationships to address student needs.

Person Responsible Swanyetta Perry (swanyetta.perry@polk-fl.net)

#3. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Student performance on 2019 FSA indicate a proficiency of 26% for ELA, 24% for Math, and 31% for science, as result of misaligned student instructional tasks.
Measurable Outcome:	Based on students engaging in and successfully completing daily standards-aligned tasks, the 2021-2022 FSA performance will increase to 41%? points: ELA 26% to 41%, Math 24% to 41%, and Science 31% to 41%.
Monitoring:	<p>-The outcome will be monitored using student anticipated proficiency and learning gains based on STAR reading and math Winter and Spring assessments, along with science district assessments.</p> <p>-Admin will conduct class visits/walk-throughs and gather data on whether there was grade-level standards-task alignment during independent student tasks and group tasks.</p>
Person responsible for monitoring outcome:	Timothy Warren (timothy.warren@polk-fl.net)
Evidence-based Strategy:	<p>-Daily/weekly class visits/walk-throughs conducted by admin will gather data on whether there was grade-level standards-task alignment during independent student tasks and group tasks.</p> <p>-Data will be gathered daily using the Instructional Review Implementation Tool (non-Journey) and a copy with detailed feedback will be provided to teachers regarding student tasks aligned to the standard(s).</p> <p>-Standards-based feedback from instructional observations will be provided to teachers using the district evaluation tool (Journey).</p>
Rationale for Evidence-based Strategy:	<p>Rationale</p> <p>-Admin need opportunities to gather, analyze, and determine the quality of grade-level standards-task alignment implementation for all grades and tested content areas.</p> <p>-Determining daily student exposure, engagement, and successful completion of standards-aligned tasks will afford admin opportunities to identify strengths and weakness in school-wide implementation.</p> <p>-Data gathered from class visits/walk-throughs focused on standards-task alignment will be discussed during teacher common planning times (professional learning communities), so teachers can refine instructional practices and resources used to monitor student learning of grade-level standards..</p>

Action Steps to Implement

-Admin will develop a weekly/daily class visit/walk-through schedule for all tested content areas to gather the level of implementation of students actively engaged in completing standards-aligned tasks.

-Admin will provide professional development topics to Academic Coaches based on data gathered from weekly/daily class visit/walk-through focused on student exposure, engagement, and successful completion of standards-aligned tasks.

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

#4. Other specifically relating to ELA

Area of Focus Description and Rationale:	Currently, school-wide reading proficiency on the district STAR/Early Literacy assessment was 28% and with the exception of kindergarten (61%) all grade levels were below 40%. Based on the 2021 FSA, ELA proficiency for 3rd-5th grade was 21%, overall gains were 26%, and low 25% gains 42%.
Measurable Outcome:	Based on the district STAR/Early Literacy assessment: -Kindergarten students will achieve or maintain proficiency at 65%. -1st Grade students will achieve or maintain proficiency at 41%. -2nd Grade students will achieve or maintain proficiency at 41%. -3rd-5th Grade students will achieve 41% on FSA Reading.
Monitoring:	-STAR Reading/Early Literacy data will be monitored and posted in teacher classrooms, coaching rooms, and administrative conference room for constant review. -Student STAR/Early Literacy data will be monitored by the classroom teacher using a "Student Goals" sheet for data chats. -Students identified in the low 25% will be monitored during Power Hour (ELA MTSS).
Person responsible for monitoring outcome:	Renae Anderson (renae.anderson@polk-fl.net)
Evidence-based Strategy:	Evidence-based Strategies for R.A.I.S.E.: -ELA MTSS will be used to provide direct and differentiated instruction to address student deficiencies. -Student Goal Sheets specifically related to ELA performance is used to monitor standards-based assessments. -Monitoring student, teacher, and grade level data will allow for trends to be identified and addressed.
Rationale for Evidence-based Strategy:	Rationale and Evidence-based Strategies for R.A.I.S.E.: School ELA performance is below 41%, which indicates that majority of our students are struggling with reading and it is essential to close the reading gap for success in all subjects. Resources to improve school-wide reading performance include: -A comprehensive core reading program will be used to provide a standard-based instruction. -ELA MTSS/Power Hour will be used as an additional instructional support for students. -Low student performance in reading indicates a teacher need for additional professional development. -Teachers require in-class modeling/coaching to address contextual pedagogical needs.

Action Steps to Implement

The action steps for R.A.I.S.E.:

- Florida Wonders (Comprehensive Core Reading Program) will be used to provide standards-aligned tiered instruction.
- ELA MTSS (Power Hour) will be used to provide students with an additional hour of explicit and differentiated instruction from a reading endorsed teacher.
- Supplemental after school teacher and instructional staff Professional Learning Communities (PLCs) will be used to provide professional develop related to school trends and SIP goals.

-Additional coaching/modeling by Reading Coach will provide in-class support for teachers that require additional support teaching reading.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Total Discipline Incidents for 2019-2020 (School Comparison with State and County)

- School ranking is 602 out of 1, 395 elementary schools throughout the state.
- School ranking is 27 out of 58 elementary schools throughout the county.

Violent Offenses for 2019-2020 (school Comparison with State and County)

- School ranking is 747 out of 1, 395 elementary schools throughout the state.
- School ranking is 35 out of 58 elementary schools throughout the county.

Suspensions for 2019-2020 (School Comparison with State and County)

- School ranking is 1, 246 out of 1, 395 elementary schools throughout the state.
- School ranking is 55 out of 58 elementary schools in the county.

School Culture and Environment

- Admin, teachers and students will utilize Positive Behavioral Intervention Strategies to encourage acceptable behavior.
- Admin, teachers and students will establish classroom and common area protocols to: converse, ask for help, engage in activities, move/transition, and participate (CHAMP).
- Admin and teachers will reference the Code of Student Conduct to use appropriate disciplinary action.
- Admin, teachers and staff will refer students with significant behavior concerns to the Student Success Team (SST) to identify classroom management strategies and behavioral improvement plans (BIPs).
- Admin will provide teachers and staff with specific feedback to address classroom management concerns that have resulted in off-task student behavior.
- Progressive disciplinary consequences will be used and aligned to the Code of Student Conduct.
- In lieu of suspension, parents will be given an opportunity to shadow their child for 3 hours, each day they student would have been out of school.

Monitoring

- School-wide Discipline will be collected and analyzed monthly based on the type offense, the month offense occurred, and the consequence administered to identify trends and develop an action plan for reducing student misbehavior.

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.

The Community Partnership School model focuses on the whole child (physical, mental, social and emotional health, and well-being) and takes a holistic approach to the child's caregivers. The purpose of the Community Partnership School is to increase overall lifelong success in education, employment, and health for those served – students, parents/family, and the surrounding community.

High impact instructional and inclusive practices are addressed throughout the year during leadership, faculty and operations team meetings. Established business partners frequently assist with monthly incentives and rewards to improve attendance, strengthen families and increase academic performance. Instructional and non-instructional staff, including Pre-K and Headstart personnel regularly participate in team building and professional development activities to identify measurable objectives and maintain a culture of professional learning. Our commitment to a safe and supportive learning environment is displayed through ongoing collegial support, collaborative leadership and practice, shared values, and collective trust and responsibility.

As a Community Partnership School (CPS), a positive culture and environment is provided through weekly extended learning opportunities. Southeastern University (SEU) students that work with 2nd grades students weekly to improve reading and math skills; AmeriCorps Tutors work with K-1 students to improve their literacy foundational skills; 2nd-5th grade students receive extended learning opportunities afterschool to address deficiencies in reading and math; and all students receive weekly supplemental authentic science instruction through the Science Rocks program facilitated by extended learning coordinator for CPS.

Additional Student Supports provide a positive school culture and environment by providing students with all of their school supplies. Family & Community Engagement activities occur monthly to engage and prepare stakeholders to support student academic and social needs. Parents receive training, such as Know and Grow, which helps them to use district-based instructional technology platforms to assist their child at home. Also, as a Community Partnership School, a Collaborative Leadership model is utilized to ensure decision-making and coordination with school-based admin as academic and family services are provided. This collaborative leadership model enables a positive school culture and environment as students and families receive needed support.

Through the support of the Community Partnership School, increases in student achievement, improved student attendance, increased Parent and Community Involvement, increases in promotion rates culminate in positive changes in school culture. Improved health and nutrition of students, as well as community

members through the use of Feeding Tampa Bay, KidsPack/One More Child, and the Community Healthcare Clinic makes certain that students and their families have sufficient nutrition and health services so students are ready to learn.

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

As a Community Partnership School we collaborate with varying stakeholders who provide essential supports and services to ensure the success of all students. Core partners United Way of Central Florida, Heartland for Children, Southeastern University, and Central Florida Healthcare assist students, families and community members with accessing the proper resources to effectively engage in school initiatives and programs. Students and families identified as needing additional support are referred to an outside agency to receive services. Bi-weekly and monthly meetings are held to promote transparency and open communication regarding the continuous improvement of programs and services, which includes integrated student supports, needs assessments, and educating the whole child.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning				\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Discipline				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$180,715.61
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	150-Aides	0101 - Crystal Lake Elementary School	UniSIG	6.0	\$91,048.71
			Notes: Aides Paraprofessionals - Salaries - Classroom Paraprofessionals - who work under the direct supervision of a teacher to work with small groups of students in need of remediation			
	5100	210-Retirement	0101 - Crystal Lake Elementary School	UniSIG		\$9,851.47
			Notes: Retirement - 10.82% - Instructional Personnel -			
	5100	220-Social Security	0101 - Crystal Lake Elementary School	UniSIG		\$6,965.23
			Notes: Social Security -7.65% -Instructional personnel			
	5100	231-Health and Hospitalization	0101 - Crystal Lake Elementary School	UniSIG		\$55,728.00
			Notes: Health and Hospitalization - Instructional Personnel			
	5100	232-Life Insurance	0101 - Crystal Lake Elementary School	UniSIG		\$129.60
			Notes: Life Insurance - Instructional personnel			
	5100	240-Workers Compensation	0101 - Crystal Lake Elementary School	UniSIG		\$172.99
			Notes: Workers Compensation - .19% - Instructional Personnel			

	5100	510-Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$8,842.66
			Notes: Office Supplies - Paper, pencils, markers, notebooks, folders, post it notes, etc...			
	5100	519-Technology-Related Supplies	0101 - Crystal Lake Elementary School	UniSIG		\$1,500.00
			Notes: Technology-Related Supplies 15 iPad Cases			
	5100	644-Computer Hardware Non-Capitalized	0101 - Crystal Lake Elementary School	UniSIG		\$5,935.00
			Notes: Computer Hardware Non-Capitalized - \$250.00 to \$999.99 - 15 iPads			
	5900	310-Professional and Technical Services	0101 - Crystal Lake Elementary School	UniSIG		\$541.95
			Notes: LRC Tutoring Contract			
4	III.A.	Areas of Focus: Other: ELA				\$0.00
					Total:	\$187,720.00