

The School District of Palm Beach County

Crystal Lakes Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

<https://cyle.palmbeachschools.org>

Demographics

Principal: Sheena Blue

Start Date for this Principal: 7/21/2022

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	61%
2021-22 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	2021-22: A (62%) 2018-19: A (66%) 2017-18: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	13
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

<https://cyle.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>61%</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>56%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Blue, Sheena	Principal	<p>The Principal will monitor and work with all staff listed above to ensure implementation with MTSS and SIP support. The Principal oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. The Principal will guide and facilitate instruction with the use of best practices and school district recommended resources/materials. It is the principal's responsibility to deepen the understanding of standards and engage faculty, students, parents, and the community members to understand the standards and the vision of academic success aligned to college and career readiness. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning. Finally, as principal, Ms. Blue must reflect on competing priorities and focus attention on those that will have the greatest leverage in improving instruction and learning.</p>
Hack, Samantha	Assistant Principal	<p>As assistant Principal, Ms. Hack supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. She must demonstrate through daily decisions and actions that the school's priority is academic success for every student. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. She also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Glass, Lisa	Teacher, K-12	<p>Grade 1 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the first grade team. Ms. Glass also supports as a SBT teacher in helping to ensure the team is identifying the student needs and interventions for support.</p>

Name	Position Title	Job Duties and Responsibilities
Noon, Maria	Teacher, K-12	Grade 4 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the fourth grade team.
Kotch, Lauren	Teacher, K-12	Grade 2 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 2nd grade team.
Schmitz, Shannon	Teacher, K-12	Grade 5th Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 5th grade team. She supports with collaboration and development of math and science academic needs. In addition, she serves as the school's SAC Chair.
Yurick, Claudia	Teacher, K-12	Mrs. Yurick serves as the SBT Leader and the ELL Teacher. She is the liaison between administration and the needs of our ELL students on campus. She provides direct intervention and support to our students. In addition, collaborates and influences professional development to support the growth of our teachers and their instructional practices.
Day, Tina	Teacher, K-12	Grade KG Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the KG grade team.
Feldman, Alison	Teacher, K-12	Fine Arts Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the fine arts team.
vanner, tara	Teacher, ESE	ESE coordinator. Facilitates and collaborates among the ESE Team and is a liaison between administration and the ESE Team. The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

Name	Position Title	Job Duties and Responsibilities
Fink, Marni	Teacher, PreK	Pre-School Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the Pre-K grade team.
Davis-Tucker, Shronderlette	School Counselor	Mrs. Tucker is our school counselor who participates on our SBT Team, develops and collaborates with teachers to support the social and emotional needs of our students. She participates in the fine arts wheel providing instruction towards social emotional learning goals and objectives. She also serves as the school's 504 coordinator.
Keating, Lisa	Reading Coach	Mrs. Keating serves as the school's SAI Teacher and SBT Leader. She supports with coordination of intervention programs. In addition, she leads the PD Development committee to help with developing appropriate and meaningful PD options for our teachers.

Demographic Information

Principal start date

Thursday 7/21/2022, Sheena Blue

Number of teachers with a 2022 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.*

4

Number of teachers with a 2022 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.*

14

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

750

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Attendance below 90 percent	21	22	18	19	25	30	0	0	0	0	0	0	0	135
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	24	22	17	6	7	0	0	0	0	0	0	0	76
Course failure in Math	0	12	10	9	5	21	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	12	18	0	0	0	0	0	0	0	41
Level 1 on 2022 statewide FSA Math assessment	0	0	10	26	42	0	0	0	0	0	0	0	0	78
Number of students with a substantial reading deficiency	0	1	4	4	0	0	0	0	0	0	0	0	0	9

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	0	0	0	0	0	0

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	4	8	3	6	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

Monday 8/22/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	73%	59%	56%				71%	58%	57%
ELA Learning Gains	72%						71%	63%	58%
ELA Lowest 25th Percentile	60%						62%	56%	53%
Math Achievement	64%	53%	50%				73%	68%	63%
Math Learning Gains	67%						67%	68%	62%
Math Lowest 25th Percentile	51%						54%	59%	51%
Science Achievement	45%	59%	59%				65%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	54%	14%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	70%	62%	8%	58%	12%
Cohort Comparison		-68%				
05	2022					
	2019	72%	59%	13%	56%	16%
Cohort Comparison		-70%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	65%	1%	62%	4%
Cohort Comparison		0%				
04	2022					
	2019	72%	67%	5%	64%	8%
Cohort Comparison		-66%				
05	2022					
	2019	75%	65%	10%	60%	15%
Cohort Comparison		-72%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	64%	51%	13%	53%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	58	65	59	49	62	45	22				
ELL	58	71	67	44	76	64	38				
ASN	81	74		81	84		71				
BLK	64	72	65	46	60	55	40				
HSP	65	70	55	54	60	54	30				
MUL	81	93		71	67						
WHT	82	71	50	76	74	36	50				
FRL	65	68	59	55	65	56	35				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	57
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55

Hispanic Students	
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	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
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	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FSA FY19 results vs. FSA FY21 results shows:

- FSA ELA
- Increased 2 points in Grades 3-5 proficiency
 - Decreased 1 point in Learning Gains
 - Decreased 2 points in L25 Learning Gains
 - Increased 6 points in Grade 3 proficiency
 - Increased 7 points in Grade 4 proficiency
 - Decreased 4 points in Grade 5 proficiency

FSA Math:

- Decreased 9 points in Grades 3-5 proficiency
- Stayed the same in Learning Gains
- Decreased 3 points in L25 Learning Gains
- Increased 10 points in Grade 3 proficiency
- Decreased 3 points in Grade 4 proficiency
- Decreased 33 points in Grade 5 proficiency

FSA Science:

- Decreased 21 points in Grade 5 proficiency

iReady 2021-2022

- Decreased 1 point students Early/On Grade Level or Mid/Above Grade Level (70%)
- Decreased 1 point students One Grade Level Below (22%)
- Stayed the same in students Two Grade Levels Below (6%0
- Decreased 1 point students Three or more Grade Level Below (2%)
- Stayed the same in students Early to Above Grade Level in Phonemic Awareness (94% proficient)
- Increased 2 points students Early to Above Grade Level in Phonics (82% proficient)
- Increased 1 point students Early to Above Grade Level in High Frequency Words (93% proficient)
- Decreased 2 points students Early to Above Grade Level in Vocabulary (67% proficient)
- Stayed the same in students Early to Above Grade Level in Comprehension Literature (70% proficient)
- Stayed the same in students Early to Above Grade Level in Comprehension Informational Text (66% proficient)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our greatest need for improvement would include, 5th Grade Math proficiency, 5th Grade Science proficiency and KG-2nd Grade retention of ELA foundational skills. If we do not address these concerns then we are increasing learning gaps, and jeopardizing students' educational journey. When we focus on literacy, math and science with remediation of standards and foundational skills, along with scaffolding instruction that meets the full intent and rigor of standards, then we are supporting our learners and helping to secure their futures.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, PLCs and data chats with teachers and students. Resources and strategies aligned to grade level standards and scaffolding in place to support students who are not yet performing at their grade level. Our in school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success.

Schedules

adjusted to ensure tutorial days and student participation guaranteed. Supporting students with the opportunity to participate in enriched learning programs such as AMP supports students with challenging opportunities. Our focus is to increase hands-on opportunities for our students to engage in Science based activities and learning. We promote students to be active learners in their academic journey as they learn by doing and putting strategies into practice. Additional contributing factors is the increase absenteeism from school in our 4th and 5th graders. At our school we will be implementing different incentive programs to increase academic gains and attendance at school. FY22 there was a vacancy year long for ELL instruction. This unfortunately did not allow for direct small group intervention and remediation. Continuing into this school year, we will continue to support the initiative tutorial programs focusing on need. Tutorial will begin in October instead of it starting later in the year like FY22.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the data trend our greatest improvement would include, 3rd Grade Math proficiency and 3rd-5th Grade overall proficiency specifically in 3rd and 4th.

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

Math demonstrated an increase in proficiency as a result of PLC meetings having a district specialist from math as well as pushing into classroom to provide coaching opportunities and small group instruction. 3rd and 4th grade students demonstrated an increase in ELA from FY19 to FY22. Coaching and modeling cycles were provided to teachers on a regular basis for Writing and ELA instruction. Tutorial for ELA (Writing and Reading) was implemented across grade levels in 3rd-5th grade. Within the Core, we focused on the use of formative assessments, teachers are able to consistently monitor student mastery of standards and have the ability to adjust to remediate and conduct small groups based on student need. During coaching cycles, teachers had a stronger buy in because they were supporting each other and influencing the impact on our campus. All teachers held all students to high expectations. Data chats were implemented allowing for a collaborative discussion for next steps in student learning. PLC meetings were implemented with a keen eye towards data analysis and monitoring student progress while providing opportunity for teachers to participate in common planning.

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

1. Science - There is a need to re-focus in science with an emphasis on implementation of content and deeper understanding.
2. ELA and Math Continuum - During PLCs, we will focus on developing effective and relevant instruction through: understanding standards, analyzing data, developing standards based lesson using vetted resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, balanced literacy, small group instruction, and differentiated learning.
3. Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement.

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.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

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

1. Increase Reading Proficiency in Grade 3
2. All students provided small group instruction with additional teacher support (academic tutors, ESOL

and ESE teachers) in grades 1-5.

3. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math.

4. Increase in Student Engagement: Student engagement is another area of focus.

5. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies.

6. Increasing attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that to be demonstrated and taught through specific practices led by our Guidance counselors.

7. Teachers will track their lowest 25% to ensure that those students are increasing their test scores.

Early Childhood:

We offer Pre-K and VPK programs for pre-school aged children:

- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children
- Holding open house for families of incoming kindergarten children
- Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- Making plans for preschool children to practice kindergarten routines
- Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we focus on standard based instruction in increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly to our District Strategic Plan, Theme A - Goal 3 - Academic Excellence and Growth.

Our first instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark intended learning. The results of our ELA i-Ready data focusing in phonics and phonological awareness demonstrates a decrease in retention of skills across primary grade levels. In addition, our ELA school-wide learning gains and proficiency increased over time our ELL subgroup decrease 13.8%. We had 7 student retained in 3rd grade in FY22. Our data is demonstrating a need to identify a more rigorous intervention platform which has clear goals and processes in providing intervention to our students. The gap between our 5th grade data in FY19 and Fy22 showed the largest drop from 75% to 42%. In review of the data we noticed our 5th grade students demonstrated a difficult time in retaining information. Both subgroups ELL and SWD demonstrated a drop in gains. Our second instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. Our Science demonstrated the lowest achievement from FY19 at 64% to FY22 at 43%. Ensuring teachers receive the training and supports towards instruction will lead towards positive learning gains & improvements school wide.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, increase the overall percentage of students reaching proficiency on the Science progress monitoring by 5% bringing us to 48%. Increase proficiency of our SWD by increasing math proficiency for our 5th grade to 45%.

By May 2023, we will attempt to make up the decline of math proficiency and science proficiency for 5th grade.

Teacher Practice:

By February 2023, 75% of our teachers will effectively utilize small group instruction with a focused lense on providing instructional strategies to support individual student needs as it relates to state standards and expectations.School-wide initiative for Science Lab Fridays (hands on learning).

By May 2023, 95% of our teachers will effectively utilize small group instruction with a focused lense on providing instructional strategies to support student needs as it relates to state standards and expectations School-wide initiative for Science Lab Fridays where students will engage in hands on learning.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The plan will be monitored for impact by key members of the leadership team. Further data chats will take place with each teacher at the end of each trimester. Review of lesson plans, data analysis, Classroom Walks, Student work samples/portfolio, student attendance, formal observations, professional learning communities attendance and participation, and all formative and summative assessments and technology.

Weekly SBT meetings where the team will gather to problem solve and develop relevant and meaningful interventions for students requiring additional support. Teachers will monitor the decision tree for interventions. Grade level supplemental and intensive interventions will be in place following a rotational model to allow for a targeted specific approach to learning. ELL teacher will work collaboratively with the district ELL specialist to identify targeted interventions and strategies to support students who are ELL monitor for implementation and impact. PD opportunities will be provided along with SPIRE training.

Person responsible for

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monitoring outcome:

1. Incorporate small group instruction to support students learning at their ability with a variety of tasks, process and product.
2. Tutorial programs for K-1 Reading; L25 for ELA and Math.
3. Implementation of Science Lab Friday.
5. Math teachers will incorporate the use of technology-based programs including Successmaker and Reflex Math. Language Arts Teachers will use I-Ready, research-based interventions, and specific strategies for small group learning.
6. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies influencing the PD needed to support the needs of their students and grow their personal teaching pedagogy.
7. KG teachers will utilize a phonics based program such as Heggerty to implement more rigorous instruction and intervention towards foundational skills in reading.
8. Teachers will utilize Benchmark interventions to support remediation and reteaching of BEST Standards during whole and small group learning.

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Incorporate small group instruction utilizing Benchmark assessments, FSQs and USAs data to meet the students' need for standards based practice and to identify areas of weakness for targeted remediation.
2. Students who participate in tutorial programs determined by L20% in I-Ready Reading for K-1 and data utilizing FSQ/USA/Benchmark assessments for 2-5
3. Both Successmaker and I-Ready have aided in significantly increasing student achievement when the programs used with fidelity. The I-Ready program with incorporation of small group instruction utilizing targeted intervention such as SPIRE, LLI, and Heggerty, will demonstrate proficiency and learning gains
4. PLCs and PDs allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decision to improve student achievement and progress.
5. Science Leadership Academy teachers will provide PD and share out information on utilizing best practices and resources for increasing science proficiency while developing plans for Science Friday Labs.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Instruction:

1. Deliver rigorous and well planned whole group lessons focusing on standard based instruction
2. Small group instructions targeted towards meeting the needs of students through FSQ/USA/ Benchmark/Successmaker and I-Ready.
3. Teachers will analyze student data and participate in data chats
4. Create standard based lesson plans
 1. Analyze student data to determine students for tutorial groups and the support necessary.
 2. Choose research-based supplemental materials and resources to during tutorials.
 3. Analyze teacher classroom data to determine who will be tutors.
 4. Provide tutors with training
 5. Students will be selected and grouped for tutorial

Adaptive Technology:

1. Provide teachers with PD
2. Teachers will engage students in small group instruction

PLC's/Professional Development:

1. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
2. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person Responsible Sheena Blue (sheena.blue@palmbeachschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Crystal Lakes Elementary School adopts and promotes a Single School Culture for Academics and Behavior by implementing our Universal Guidelines for Success, Single School Culture Student Expectations Scripts, Grade Level Assemblies, SwPBS, Family Curriculum and Education Nights, Family Workshops, and SAC meetings. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. The effectiveness of these efforts on student achievement and student discipline are monitored using data from Performance Matters and the Educational Data Warehouse.

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 school culture and environment.

Faculty/Staff: Ensuring every member of the faculty and staff feel that they are supported by leadership in a professional community that values relationships, growth, and innovation. Teachers and administrators who feel they are supported and stimulated to make the next steps in pushing our students to their highest level of achievement. CLES is driven to provide a robust social and emotional learning program which not only supports our students but the emotional well-being of our staff and faculty. Staff and faculty feel their needs are being met, they are being listened to and a sense of security.

Students: Each child is unique. Building ownership of their learning is a key to their success. Encouraging the student to advocate for themselves and support their development in social and emotional learning is critical. Establishing and creating a safe environment where students can express themselves allows students to build upon their strengths and help them to understand where they need additional guidance. Embracing each child and creating an environment of warmth and trust is paramount.

Engagement of Families: CLES has a high level of parent engagement. Frequent parent conferences are held to support in building the home to school communication. Research shows that high level parental involvement leads to increased student achievement, greater impact in student attendance, performance, social skills, and post-secondary training.

CLES School-Wide Positive Behavior Committee has one teacher from each grade level. In addition, each year a parent is asked to join the team to support the input of the community and parent need. Across the school day, we implement a variety of social and emotional learning opportunities. One way of engaging our students to build positive relationships is through Morning Meeting. Our school counselor participates and engages with a variety of students, parents and teachers to help ensure a consistent and active pulse is kept on the needs of the faculty and staff. Mentoring programs, Suite 360, counseling, behavioral health professional, use of cooperative agreements with local agencies are put into place to support students.

Each month students have the opportunity to develop new skill sets related to character development. Students are recognized for their development through student of the month by their teacher. This program is called Character Now which is supported by administration and the School Counselor.

Families are supported through an active PTA association, SAC, Volunteering at events/training, and a large number of school-wide community events sponsored by PTA and/or school staff and administration.