

Polk County Public Schools

# Crystal Lake Elementary School



2022-23 Schoolwide Improvement Plan

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# Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

## Demographics

**Principal: Marlene Taveras**

Start Date for this Principal: 7/1/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: D (37%) 2018-19: D (40%) 2017-18: C (41%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	YEAR 1
<b>Support Tier</b>	IMPLEMENTING
<b>ESSA Status</b>	CSI

\* 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](http://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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<b>Title I Requirements</b>	<b>0</b>
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# Crystal Lake Elementary School

700 GALVIN DR, Lakeland, FL 33801

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>77%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	D	D	D	D

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## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

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

### School Leadership Team

**Membership**

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
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.
Leeks, Jennifer	Other	
Griffin, Adrienne		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.
Castro, Jennifer	Instructional Coach	As ELA Literacy Coach, plan for all ELA lessons using B.E.S.T. Standards provide coaching cycles for all teachers, identify and coordinate literacy K-5 activities, and support admin with other academically-focused activities.
McCullough, Shawanda	Instructional Coach	As Math/Science Coach, plan for all math/science lessons using B.E.S.T. Standards, provide coaching cycles for all teachers, identify and coordinate math/science K-5 activities, and support admin with other academically focused activities.

**Demographic Information**

**Principal start date**

Wednesday 7/1/2020, Marlene Taveras

**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.*

0

**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.*

2

**Total number of teacher positions allocated to the school**

20

**Total number of students enrolled at the school**

318

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

9

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

5

**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	59	68	55	62	51	91	0	0	0	0	0	0	0	386
Attendance below 90 percent	33	27	26	27	20	40	0	0	0	0	0	0	0	173
One or more suspensions	4	3	6	1	6	22	0	0	0	0	0	0	0	42
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	29	23	46	0	0	0	0	0	0	0	98
Level 1 on 2022 statewide FSA Math assessment	0	0	0	30	28	51	0	0	0	0	0	0	0	109
Number of students with a substantial reading deficiency	25	36	38	31	23	28	0	0	0	0	0	0	0	181



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	22	8	16	20	29	58	0	0	0	0	0	0	0	153

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	1	0	0	28	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/12/2022

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	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

**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	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

**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	26%	47%	56%				29%	51%	57%
ELA Learning Gains	44%						46%	51%	58%
ELA Lowest 25th Percentile	21%						64%	49%	53%
Math Achievement	28%	42%	50%				24%	57%	63%
Math Learning Gains	54%						44%	56%	62%
Math Lowest 25th Percentile	57%						44%	47%	51%
Science Achievement	29%	49%	59%				31%	47%	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	22%	52%	-30%	58%	-36%
Cohort Comparison		0%				
04	2022					
	2019	33%	48%	-15%	58%	-25%
Cohort Comparison		-22%				
05	2022					
	2019	39%	47%	-8%	56%	-17%
Cohort Comparison		-33%				

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	18%	56%	-38%	62%	-44%
Cohort Comparison		0%				
04	2022					
	2019	30%	56%	-26%	64%	-34%
Cohort Comparison		-18%				
05	2022					
	2019	31%	51%	-20%	60%	-29%
Cohort Comparison		-30%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	45%	-12%	53%	-20%

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	14	19	7	17	37	29	12				
ELL	13	26		23	47		21				
BLK	18	42	27	18	59	63	20				
HSP	24	38		25	47		26				
MUL	40			40							
WHT	39	48		43	58		43				
FRL	24	43	24	26	54	60	26				
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				
WHT	45	52		31	41		40				
FRL	26	47	61	20	44	48	32				

**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)	CSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES

<b>ESSA Federal Index</b>	
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	8
Percent Tested	99%

<b>Subgroup Data</b>	
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<b>Students With Disabilities</b>	
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Federal Index - Students With Disabilities	19
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

<b>English Language Learners</b>	
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Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1

<b>Native American Students</b>	
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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

<b>Asian Students</b>	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
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Federal Index - Black/African American Students	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

<b>Hispanic Students</b>	
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Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	46
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Based on the 2022 FSA:

Third-grade reading achievement improved from 18% to 19%, which is a 1% increase.  
 Fourth-grade reading achievement decreased from 26% to 24%, which is a 2% decrease.  
 Fifth-grade reading achievement improved from 15% to 29%, which is a 14% increase.

Third-grade math achievement improved from 7% to 29%, which is a 22% increase  
 Fourth-grade math achievement improved from 26% to 28%, which is a 2% increase.  
 Fifth-grade math achievement improved from 9% to 27%, which is a 18% increase.

Fifth-grade science achievement improved from 14% to 29%, which is a 15% increase.

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

Based on STAR Reading proficiency and FSA Reading achievement for third-grade, student achievement was 19%, respectively. Achieving 19% in both STAR Reading and FSA Reading indicates the greatest need for improvement.

**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 factors contributing to the 19% reading achievement for third grade include the following:  
Lack of explicit grade-level instruction being provided to students.  
Non-equivalent experiences were provided to students daily.  
Insufficient teacher training in best practices for literacy.  
Inadequate support to accelerate student learning.

Actions to improve student FSA reading achievement include the following:  
Explicit grade-level instruction must be provided daily.  
Better alignment of student instruction to include equivalent experiences daily.  
Adequate teacher professional development related to improving literacy in struggling readers.  
Increase MTSS opportunities for struggling readers.

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

Based on STAR Reading proficiency and FSA Reading achievement for fifth-grade, student achievement was 29%, respectively. Achieving 29% in STAR Reading and FSA Reading indicates the greatest growth. In addition, math achievement in third grade improved from 7% to 29%, fifth grade improved from 9% to 27%, and science achievement improved from 14% to 29%.

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

The factors contributing to this improvement include the following:  
Third-grade and fifth-grade math/science teachers provided students with great equivalent experiences.  
Third-grade and fifth-grade math/science teachers provided students with weekly mini assessments.  
Third-grade and fifth-grade math/science teachers consistently retaught standards that students were deficient in.

The new action that our school utilized include the following:  
Students receive incentives daily for achievement on assessments.  
Teachers received student data and additional professional development facilitated by the principal.  
Instructional resources were aligned to the standards being assessed on the FSA and SSA.

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

The following strategies will be needed to continue to accelerate student learning:  
Provide students with explicit Tier 1 instruction aligned to the B.E.S.T. Standards.  
Provide students with incentives for achievement daily.  
Provide students with multiple ongoing opportunities to accelerate their learning.  
Provide professional development to teachers to ensure alignment and best practices related to the B.E.S.T. Standards.

**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.**

The professional development opportunities for teachers will include the following:  
Professional development and modeling of best practices by Academic Coaches related to explicit instruction.  
Professional development and modeling of best practices by Academic Coaches related to differentiated instruction.

Professional development and modeling of best practices by Academic Coaches related to MTSS/ Intervention.

Professional development regarding the use of district-based interventions for reading and math

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

Additional services that will be implemented to ensure the sustainability of improvement include the following:

Implementation of Response to data (RtD), a school-wide intervention strategy to accelerate student learning.

Implement a standardized intervention program for reading and math from the What Works Clearinghouse (WWC).

Ongoing support services from district reading, math, and science content-area specialists.

Ongoing support services from BSI content-area specialists.

Ongoing instructional support services related to improving reading achievement from BSI related to R.A.I.S.E.

**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 B.E.S.T. Standards**

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

Focusing on Instructional Practice specifically relating to B.E.S.T. Standards emphasizes the need to provide equivalent experiences that are aligned to state expectations for students, improve teacher knowledge and pedagogy using standards-based protocols for the Learning Arc Framework, and progress monitor student learning. In a review of student performance on the 2022 Florida Standards Assessments (FSA), 3rd-5th grade reading achievement was 26% and 3rd-5th math achievement was 28%. The low performance indicates potential gaps in instructional practices that are used to meet student needs on the Florida Standards. Therefore, to prevent this trend from occurring with the B.E.S.T. Standards, there will be a focus on aligning the curriculum with instructional strategies, providing equivalent experiences for students, progress monitoring student learning, and teacher implementation of the Learning Arc Framework.

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

Based on increased teacher knowledge and application of the Learning Arc Framework, and increased progress monitoring of equivalent experiences, 85% (17) or more of the K-5 classroom teachers will provide students with equivalent grade-level experiences daily. As a result of the teachers providing students with equivalent grade-level experiences daily, ELA achievement will increase from 26% to 41%, math achievement will increase from 28% to 41%, and science achievement will increase from 29% to 41%.

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

The outcome of teacher professional development related to instructional practice will be monitored using grade-level equivalent experiences through student performance on district-based Progress Monitoring Assessments (PMAs) and Response to Data (RtD) assessments. Progress monitoring for ELA will use STAR Reading, iStation, Write Score, Reading Wonders Weekly Unit Tests, RtD reading assessments, and weekly fluency tests. Also, progress monitoring for math will use STAR Math, district math module assessments, RtD math assessments, and Freckle Math. In addition, progress monitoring for science will use district quarterly assessments, science unit tests, and RtD science assessments. Teacher outcomes will be measure as follow:

- \*STAR tri-annual data at Achievement Level 3
- \*iStation monthly progress at 51 percentile of class proficiency
- \*District RTD and Math Module Assessments bi-weekly progress monitoring at a 60 percentile.
- \*Reading Wonders bi-weekly at 70% and above proficient.

**Person responsible for monitoring outcome:**

[no one identified]

**Evidence-based Strategy: Describe the**

1. Monitor K-5 students engaging in equivalent grade-level experiences aligned to state expectations using Standards Walkthrough Tool (SWT).
2. Provide K-5 teachers with the standards-based planning protocol using the Learning Arc Framework.

**evidence-based strategy being implemented for this Area of Focus.**

3. Report K-5 student engagement with equivalent experiences that are aligned to state grade-level expectations monthly.

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

TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade-level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher's understanding of Benchmarks and aligned tasks and assessments.

**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.

Strategy 1-Standards Walkthrough Tool Monitoring  
Action Step 1-Create a calendar for Leadership Team calibration walks

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

Strategy 1-Standards Walkthrough Tool Monitoring  
Action Step 2- Train the Leadership Team on the walkthrough tool in the first two calibration walks.

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

Strategy 1-Standards Walkthrough Tool Monitoring  
Action Step 3-Conduct calibration walks until the Leadership Team shows 90-100% calibrated consistency with rationale.

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

Strategy 1-Standards Walkthrough Tool Monitoring  
Action Step 4-Review SWT data during weekly Leadership Team meetings.

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

Strategy 1-Standards Walkthrough Tool Monitoring  
Action Step 5-Establish a protocol to review SWT data and supporting evidence.

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

Strategy 1-Standards Walkthrough Tool Monitoring

Action Step 6-Monitor the impact between SWT data review and K-5 planning of equivalent grade-level experiences aligned to state expectations.

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

Strategy 1-Standards Walkthrough Tool Monitoring

Action Step 7-Report students' performance on district progress monitoring assessments monthly and compare with SWT data.

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

Strategy 2-Planning using the protocols for the Learning Arc Framework

Action Step 1-Create a master schedule that includes collaborative planning.

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

Strategy 2-Planning using the protocols for the Learning Arc Framework

Action Step 2-Train Academic Coaches to use Protocols-Coaching Conversation.

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

Strategy 2-Planning using the protocols for the Learning Arc Framework

Action Step 3-Discuss the results of planning conversations during Leadership Team meetings to refine teacher support.

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

Strategy 2-Planning using the protocols for the Learning Arc Framework

Action Step 4-Conduct grade-level planning using the standards-based protocols for the Learning Arc.

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

**#2. Instructional Practice specifically relating to Differentiation**

<p><b>Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>Focusing on Instructional Practice specifically relating to Differentiation emphasizes the need to address the range of student ability by scaffolding and accelerating student learning through effective small group tasks. In a review of student performance on the 2022 Florida Standards Assessments (FSA), 3rd-5th grade reading achievement was 24%, and 3rd-5th math achievement was 27%. In addition, overall learning gains for reading were 46%, while low quartile learning gains for reading were 32%. Also, overall learning gains for math were 53%, while low quartile learning gains were 55%. As a result, on average, 61% of the fourth and fifth-grade population did not demonstrate a year's worth of learning for reading and 47% for math. The low performance indicates potential gaps in instructional practices used to meet student needs on the Florida Standards, therefore, to prevent this trend from occurring, there will be a focus on effective use and implementation of instructional interventions, providing equivalent tasks for students, and progress monitoring MTSS/intervention for reading and math.</p>
<p><b>Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>Based on effective use and implementation of instructional interventions, providing equivalent tasks for students, and progress monitoring MTSS for reading and math, 85% (17) or more of the K-5 classroom teachers will provide students with differentiated learning experiences daily. As a result of the teachers providing students with differentiated experiences daily, ELA achievement will increase from 26% to 41%, math achievement will increase from 28% to 41%, and science achievement will increase from 29% to 41%.                  Teacher outcomes will be measure as follow:                  *STAR tri-annual data at Achievement Level 3                  *IStation monthly progress at 51 percentile of class proficiency                  *District RTD and Math Module Assessments bi-weekly progress monitoring at a 60 percentile.                  Reading Wonders bi-weekly at 70% and above proficient.</p>
<p><b>Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>The outcome of effective use and implementation of instructional interventions, providing equivalent tasks for students, and progress monitoring MTSS for reading and math will be monitored through student performance on district-based Progress Monitoring Assessments (PMAs) and Response to Data (RtD) assessments. Progress monitoring for ELA will use STAR Reading, iStation, Write Score, Reading Wonders Weekly Unit Tests, RtD reading assessments, and weekly fluency tests. Also, progress monitoring for math will use STAR Math, district math module assessments, RtD math assessments, and Freckle Math. In addition, progress monitoring for science will use district quarterly assessments, science unit tests, and RtD science assessments.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Timothy Warren (timothy.warren@polk-fl.net)</p>
<p><b>Evidence-based Strategy: Describe the evidence-based strategy being</b></p>	<ol style="list-style-type: none"> <li>1. Monitor content-area interventions provided to students performing at low, average, and high levels.</li> <li>2. Collect and provide teacher feedback related to daily equivalent tasks for students.</li> <li>3. Report performance of students in MTSS for reading and math.</li> </ol>

**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.**

According to McQuarrie, McRae, and Stack-Cutter (2008), instructional strategies used to differentiate instruction and assessment tasks for English language learners, gifted students, and struggling students were also effective for other students in the classroom. In addition, differentiation emphasizes the need to address the range of student ability in the classroom by scaffolding and accelerating student learning.

**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.

Strategy 1-Monitor Interventions K-5

Action Step 1-Train teachers to use the district intervention resources.

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

Strategy 1-Monitor Interventions K-5

Action Step 2-Identify students performance level as low (red), average (yellow), or high (green/blue/black)

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

Strategy 1-Monitor Interventions K-5

Action Step 3-Collect student performance data on district intervention progress monitoring for reading and math.

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

Strategy 1-Monitor Interventions K-5

Action Step 4-Collect student performance data on district progress monitoring assessments for reading and math.

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

Strategy 1-Monitor Interventions K-5

Action Step 5-Analyze performance data to determine if low and averaging performing students are progressing, and if high-performing students are maintaining.

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

Strategy 1-Collect and Provide Teacher Feedback

Action Step 1-Review student performance with teachers during planning (data chat).

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

Strategy 2-Collect and Provide Teacher Feedback  
Action Step 2-Provide teacher feedback regarding ways to improve low or average student performance, or maintain high student performance.

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

Strategy 2-Collect and Provide Teacher Feedback  
Action Step 3-Refine instructional practices to ensure students experience equivalent tasks by:  
1. Teachers will plan together to create Student Task Alignment Tasks that are to the full extent of the standards by utilizing the completed Learning Arc for the focus benchmark.  
2. Teachers will use Schoology resources and Scope and Sequence to stay on pace to be able to provide all students experience equivalent tasks.  
3. Both content area coaches and administration will actively participate in collaborative planning to ensure that teachers are incorporating various instructional strategies in the lesson plans.

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

Strategy 2-Collect and Provide Teacher Feedback  
Action Step 4-Schedule observations of model teachers demonstrating academic success in providing differentiated instruction to students.

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

Strategy 3-Report Student MTSS Performance  
Action Step 1-Identify students receiving MTSS for reading and or math.

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

Strategy 3-Report Student MTSS Performance  
Action Step 2-Quantify student performance using the intervention progress monitoring tool/measure.

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

Strategy 3-Report Student MTSS Performance  
Action Step 3-Compare MTSS students' performance with the class on district progress monitoring assessments for reading and math.

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

Strategy 3-Report Student MTSS Performance  
Action Step 4-Analyze district progress monitoring performance of students in MTSS for reading and math.

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

Strategy 3-Report Student MTSS Performance  
Action Step 5-Report the performance of students in MTSS reading and math during grade-level planning.

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



**#3. Transformational Leadership specifically relating to Instructional Leadership Team**

**Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.** Focusing on Leadership specifically relating to the Instructional Leadership team emphasizes the need to train the new members of the school-based Leadership Team. Half (50%) of the Leadership Team will be new to Crystal Lake Elementary. In a review of student performance on the 2022 Florida Standards Assessments (FSA), 3rd-5th grade reading achievement was 26% and 3rd-5th math achievement was 28%. In addition, overall learning gains for reading were 44%, while low quartile learning gains for reading were 21%. Also, overall learning gains for math were 55%, while low quartile learning gains were 58%. As a result, significant improvement must be achieved by increasing teacher knowledge and ability in all content areas. The low performance on the FSA indicates potential gaps in instructional practices used to meet student needs on the Florida Standards. Therefore, to prevent a low-performance trend from occurring, Leadership Team members must be knowledgeable of and coach teachers to use best practices, aware of and train teachers to use appropriate resources, and skilled in their coaching roles.

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

Based on the need to train the new members of the school-based Leadership Team in best instructional practices, appropriate standards-aligned resources, and effective coaching protocols, 3rd-5th grade reading achievement will increase from 26% to 41%, 3rd-5th math achievement will increase from 28% to 41%.

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

85% of teacher professional development surveys will indicate that the Reading and Math Coach are effective at providing meaningful training related to best instructional practices and appropriate standards-aligned resources. In addition, student performance will evidence a net effect on district progress monitoring assessments by showing that ELA, math, and science achievement is trending at or above 41%. Administration will conduct weekly walkthrough observations to monitor teacher practice is being implemented effectively and with fidelity. Administration will also collect trend data from teacher observation for effectiveness of implementation by:  
 \*Coaches >Teachers>Students will increase of student proficiency data.  
 Data includes:  
 \*STAR tri-annual data at Achievement Level 3  
 \*IStation monthly progress at 51 percentile of class proficiency  
 \*District RTD and Math Module Assessments bi-weekly progress monitoring at a 60 percentile.  
 \*Reading Wonders bi-weekly at 70% and above proficient.  
 \*Coaching support for Tiered teachers improvement . After coaching cycles Tiered teachers make improvement in their instructional practices. Evidence of improvement will include:  
 \*Teacher observation feedback  
 \*Student engagement measured by academic talk.  
 \*Effective completed Learning Arcs.

**Person responsible for monitoring outcome:** Timothy Warren (timothy.warren@polk-fl.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**  
1. Monitor Reading and Math Coach facilitation of professional development.  
2. Collect professional development plans and planning notes.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**  
According to the National Education Association (NEA), education professionals must be well-versed in knowledge and intentional practices. Applying skills based on theory and practice is crucial to improving student learning and public schools in general.

**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.

Strategy 1-Professional Development  
Action Step 1-Survey K-5 teachers and analyze school-wide data to identify professional development topics.

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

Strategy 1-Professional Development  
Action Step 2-Develop a K-5 professional development calendar for ELA and math.

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

Strategy 1-Professional Development  
Action Step 3-Utilize the standards-based protocol for the Learning Arc during grade-level planning.

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



Strategy 1-Professional Development

Action Step 4-Compare student performance data before and after professional development to determine the impact of training.

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

Strategy 1-Professional Development

Action Step 5-Survey teachers regarding the effectiveness of the Reading and Math Coach professional development.

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

Strategy 2-Evidence of High-Quality Professional Development

Action Step 1-Collect weekly professional development plans and sign-in sheets from the Reading and Math Coach.

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

Strategy 2-Evidence of High-Quality Professional Development

Action Step 2-Review professional development plans topics during weekly Leadership Team meetings for alignment to school-wide trends.

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

Strategy 2-Evidence of High-Quality Professional Development

Action Step 3-Review professional development meeting notes for feedback rooted in best practices and research-based.

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

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Based on the Spring STAR assessment results, K-2th reading proficiency was 25%. Kindergarten STAR Early Literacy Reading proficiency was 86%. As a result, K-2nd grade literacy will focus on the following areas: aligning instruction to the B.E.S.T. Standards, providing explicit instruction tier 1 instruction, ensuring student tasks receive equivalent grade-level experiences, and that students apply foundational skills (phonemic awareness, phonics, vocabulary, fluency, and comprehension) daily.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Based on the 2022 FSA, ELA proficiency for the 3rd-5th grade was 26%. As a result, 3rd-5th grade literacy will focus on the following areas: aligning instruction to the B.E.S.T. Standards, providing explicit instruction tier 1 instruction, ensuring student tasks receive equivalent grade-level experiences, and that students apply word-solving skills daily to increase reading comprehension.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Kindergarten Spring Early Literacy will achieve 25% STAR Reading proficeincy.  
 First grade Spring STAR Reading proficiency will increase from 21% to 24%.  
 Second grade Spring STAR Reading proficiency will increase from 29% to 32%

**Grades 3-5: Measureable Outcome(s)**

Third-grade F.A.S.T. achievement will increase from 19% to 22%.  
Fourth-grade F.A.S.T. achievement will increase from 24% to 27%  
Fifth-grade F.A.S.T. achievement will increase from 28% to 31%

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

STAR Reading/Early Literacy data will be monitored using district and state monitoring assessments: STAR Early Literacy/Reading, Station, Smarty Ants, Reading Wonders Units Assessments. In addition, student performance data will be analyzed during grade-level planning and professional development. The student goal sheet will also track student performance on school-based, district, and state progress monitoring. The principal will track school-wide data, which includes ESSA subgroups, students in the low quartile, and students in MTSS.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Warren, Timothy, timothy.warren@polk-fl.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practices and programs include the following:

Use of a Comprehensive Core Reading Proprogram (CCRP)-Reading Wonders

MTSS will be used to provide instruction to students that struggle with reading.

"Words their Way" will be used to develop vocabulary and increase word-solving skills.

Guided Reading will be used to provide students with small groups of differentiated instruction based on student performance data.

Reading Coach will model best instructional practices: Explicit Instruction and Small Group Differentiated Instruction

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

School ELA performance is below 41%, indicating that most of our students are struggling with reading. It is essential to close the reading gap in K-2nd before it widens in the third through fifth grades. ELA MTSS/Power Hour will be used as additional instructional support for students. Response to Data (RtD) will be used to accelerate student learning. In addition, professional development will be provided to teachers after school.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Strategy 1-Literacy Leadership                      Action Step 1-Identify one teacher per grade level as a member of Literacy team Leadership.                      Action Step 2-Develop a meeting calendar for the Literacy Leadership to analyze student literacy performance data to determine appropriate instruction to meet student needs.                      Action Step 3-Survey teachers to identify teacher professional development based on student deficiencies and create an action plan for increasing K-5 literacy.</p>	<p>Warren, Timothy,                      timothy.warren@polk-fl.net</p>
<p>Strategy 2-Literacy Coaching                      Action Step 1-Train grade-level Literacy Leaders in basic coaching protocols to use with team members.                      Action Step 2-Train teachers in Guide Reading for use during small groups instruction.                      Action Step 3-Train teachers in best practices for ELA MTSS (Power Hour)</p>	
<p>Strategy 3-Assessment                      Action Step 1-Identify assessments for the progress monitoring of K-5 literacy.                      Action Step 2-Development a literacy K-5 assessment calendar.                      Action Step 3-Establish benchmark scores for each literacy assessment being progress monitored.</p>	<p>Warren, Timothy,                      timothy.warren@polk-fl.net</p>
<p>Strategy 4-Professional Learning                      Action Step 1-Survey teachers regarding their pedagogical needs to meet student deficiencies in reading.                      Action Step 2-Train teachers on instructional resources that will be used during Guided Reading and ELA MTSS.                      Action Step 3-Use district content-area specialists and State Regional Literacy Director support personnel to facilitate literacy training for teachers.</p>	

## 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.

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 are 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 after school to address deficiencies in reading and math, and all students receive weekly supplemental authentic science instruction through the Science Rocks program facilitated by an extended learning coordinator for CPS.

Additional Student Supports provide a positive school culture and the 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 decisionmaking

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, and 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 school culture and environment.**

As a Community Partnership School, we collaborate with varying stakeholders who provide essential support 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 support, needs assessments, and educating the whole child.

Part V: