Martin County School District

Crystal Lake Elementary School

2022-23 Schoolwide Improvement Plan

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Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

martinschools.org/o/cles

Demographics

Principal: Brenda Watkins

Start Date for this Principal: 7/1/2013

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)	39%
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 Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (46%) 2018-19: A (62%) 2017-18: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI

* 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 Martin County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	39%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

In partnership with families and the community, our mission is to equip students with the skills and knowledge necessary to become responsible and caring citizens through innovative learning experiences and collaborative social interactions.

Provide the school's vision statement.

Our vision is to inspire students to think critically, learn creatively, and engage daily in positive community learning environments.

#SoaringAboveAndBeyond

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
Watkins, Brenda	Principal	Manage and oversee the operations of the school including instructional, staff, facilities.
Parker, Jennifer	Assistant Principal	Instructional Leader, evaluate staff, discipline, oversees testing, fills in for principal as needed.
Hodowanic, Laira	School Counselor	Meets with students as needed, oversees MTSS
Beier, Kayla	Teacher, K-12	
Swartz, Bailey	Teacher, K-12	
Francke, Kelly	Teacher, ESE	
Hubbard, Colleen	Teacher, K-12	
Miller, Kimberlee	Teacher, K-12	
Mull, Lori	Teacher, ESE	
Gast, Sarah	Teacher, K-12	
Garrett, Emily	Teacher, K-12	
Brown, Terri	Teacher, K-12	
Oldham, Jessica	Teacher, K-12	

Demographic Information

Principal start date

Monday 7/1/2013, Brenda Watkins

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.*

21

Total number of teacher positions allocated to the school

36

Total number of students enrolled at the school
466

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

Identify the number of instructional staff who joined the school during the 2022-23 school year.
2

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	61	64	68	92	80	65	0	0	0	0	0	0	0	430
Attendance below 90 percent	0	6	12	11	3	7	0	0	0	0	0	0	0	39
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	10	12	0	0	0	0	0	0	0	28
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	12	12	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	5	6	9	0	0	0	0	0	0	0	20

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	0	0	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 9/6/2022

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	59	70	75	81	65	95	0	0	0	0	0	0	0	445
Attendance below 90 percent	19	23	24	31	29	42	0	0	0	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	14	30	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	26	0	0	0	0	0	0	0	44
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	11	17	0	0	0	0	0	0	0	28

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	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	64	71	76	84	69	99	0	0	0	0	0	0	0	463
Attendance below 90 percent	17	26	15	20	13	15	0	0	0	0	0	0	0	106
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	18	19	33	0	0	0	0	0	0	0	70
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	17	41	0	0	0	0	0	0	0	76
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	14	17	31	0	0	0	0	0	0	0	62

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	0	0	0	6	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	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	56%	53%	56%				66%	58%	57%
ELA Learning Gains	58%						59%	59%	58%
ELA Lowest 25th Percentile	42%						55%	56%	53%
Math Achievement	55%	43%	50%				69%	65%	63%
Math Learning Gains	48%						67%	65%	62%
Math Lowest 25th Percentile	17%						49%	53%	51%
Science Achievement	45%	54%	59%				66%	58%	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	69%	54%	15%	58%	11%
Cohort Comparison		0%				
04	2022					
	2019	58%	57%	1%	58%	0%
Cohort Comparison		-69%				
05	2022					
	2019	68%	55%	13%	56%	12%
Cohort Comparison		-58%				

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	69%	58%	11%	62%	7%
Cohort Comparison		0%				
04	2022					
	2019	71%	67%	4%	64%	7%
Cohort Comparison		-69%				
05	2022					
	2019	64%	64%	0%	60%	4%
Cohort Comparison		-71%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	65%	53%	12%	53%	12%

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	33	51	33	28	37	11	27				
ELL	25	50	40	13	13		20				
ASN	80			80							
HSP	52	56	43	48	44	29	32				
MUL	9			27							
WHT	60	60	44	59	49	14	52				
FRL	43	47	33	41	36	9	24				

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	34	27	27	27	7		9				
ELL	31	17		24	25		8				
HSP	50	46		39	35	40	40				
MUL				9							
WHT	63	56	27	59	34		67				
FRL	41	33	14	39	18	14	39				

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	58	44	52	66	54	50				
ELL	41	69		64	69						
BLK	54			46							
HSP	48	67	92	64	74		75				
MUL	36			57							
WHT	73	58	39	73	67	47	66				
FRL	52	64	68	54	58	48	45				

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)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	80
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	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
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	18
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1

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	48
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?

ELA MATH
FSA Proficiency 2022 2021 2022 2021
3rd 55(-10) 65 60(+8) 52
4th 60(+9) 51 68(+13) 55
5th 54(-7) 61 43(-5) 48

Here is the breakdown of Grades 3-5 enrollment into subgroups. * are Targeted Support & Improvement.
Grades 3 (84) 4 (69) 5 (99)
*SWD 15 (18%) 18 (26%) 23 (23%)
*ELL 10 (12%) 7 (10%) 11 (11%)
HSP 34 (40%) 21(30%) 22 (22%)
*MUL 4 (5%) 1 (1%) 6 (6%)
*FRL 84 69 99 (2021-2022) All students were on FRL..

Our target subgroups showed a decrease in learning gains
ELA.

*4th - SWD LQ decreased 52.4 % (from 66.7 to 14.3). 18 students.
*5th - ELL LQ decreased 75% (from 75 to 0). 11 students
MUL LQ decreased 25% (from 50 to 25). 6 students.
*3rd - All Achievement scores dropped/no change

MATH Grades 3-5:
Achievement over time 2020-21 was a 51.7% to 54.7% (+3)
Learning Gains: increased from 34 to 48 (+14)
Lowest Quartile: (including all subgroups) dropped from 23% to 17% (-6).
Math Learning gains for Black subgroup 25% to 66.7% (+42)
Math Learning gains for HSP subgroup 34.6% to 43.6% (+9)
Achievement over time for ELL 24.1% to 12.5% (-12)

SCIENCE Proficiency 2022 2021
SWD (increase) 27 9
ELL (increase) 20 8
MUL (decrease) 0 100
FRL (decrease) 24 39
Decrease in Science Proficiency from 57 to 45 (-12) (Targeted Groups showing a decrease are MUL and FRL. ELL and ESE showed significant increases in science scores.)

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

ELA. MATH
Our Multiracial group has grown to 11 (grades 3-5).
This group significantly decreased on achievement
and learning gains/LQ.
MUL 2022 2021 2022 2021
3rd(4)
Achievement 25 50 50 0
Learning Gains N/A N/A N/A N/A
LQ N/A N/A N/A N/A

4th(1)
Achievement 0 67.2 56
Learning Gains No data
LQ No Data

5th(6)
Achievement 0 67 0 33
Learning Gains 25 67 0 NA
LQ 25 50 0 14

Our target subgroups showed a decreased in learning gains. We broke this down by grade level (4th and 5th) and found it inconsistent:
*4th grade - SWD LQ decreased 52.4 % (from 66.7 to 14.3). There were 18 students in this group.
*5th grade - ELL LQ decreased 75% (from 75 to 0). There were 11 students in this group. AND MUL LQ decreased 25% (from 50 to 25). There are 6 students in this group.

MATH

Lowest quartile students (including all subgroups) need improvement.

SCIENCE
Decrease in Science Proficiency from 57 to 45 (-12) (Targeted Groups showing a decrease are MUL and FRL.)

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

All grade levels: At the beginning of 2021-2022 we were still contact tracing and quarantining students and staff. This increased attendance concerns for students and also staff (substitutes).

It was difficult to find students and staff interested in attending/working tutoring sessions. Although desirable attendance several times a week was preferred, we accepted any day(s) students could stay after school. Sometimes it was easiest to target Extended Day students who were already here.

5th Grade: Staffing issues continued to be an issue. We had 2 maternity leaves and one resignation (not related to maternity leaves). We started the school year without our two support facilitator teachers. We filled those positions with staff members but then needed to hire 3rd and 5th grade teachers as replacements. We were able to fill 3rd grade but 5th grade ended up

We are no longer contact tracing. Fewer students and staff are absent due to COVID. Additionally, we are creating new tutoring groups (K-3) and (4-5) targeting areas of need.

We are in year 2 of a new reading series, Benchmark Advance. We are also in our first year of a new math series Savvas. Both series teach BEST standards.

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

2022 ELA
Learning Gains increased 6% (52 - 58)
LQ increased 17% (25 - 42)

BASELINE FAST (August 2022) shows:
Grade 3
Areas of Need (weakness)
• Across Genres & Vocabulary (Comparative Reading)
• Informational Text (Central Idea)
• Reading Prose & Poetry (Theme)
Strengths
• Across Genres & Vocabulary (Context & Connotation, Interpreting Figurative Language)

Grade 4 – areas not listed are scored “At/Near”
Areas of Need (weakness)
• Reading Across Genres/Voc. (Morphology)
• Prose & Poetry (Literacy Elements, Poetry)

Strength
• Reading Across Genres/Voc. (Context & Connotation, Interpreting Figurative Language)
• Informational Text (Argumentative, Central Idea)

Grade 5
Areas of Need (weakness)

• Across Genres & Vocabulary (Comparative Reading)
• Informational Text (Central Idea)
• Reading Prose & Poetry (Theme)

Strengths
• Reading Across Genres/Voc. (Context & Connotation, Interpreting Figurative Language)

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

We started implementing BEST standards last year in ELA. WE implemented a new reading series Benchmark Advance last year also. Teachers met weekly in PLCs to discuss progress on Unit and Interim Assessments. We also incorporated the services of our district ELA Department to help teachers pull and monitor results.

District Instructional including Math Coach attended our school to monitor and provide trainings on implementing strategies.

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

We are creating new tutoring groups (K-3) and (4-5) targeting areas of need. We also continue to implement Benchmark Advanced Reading Program and Savvas math. Both programs follow the BEST Standards. Teachers now have two PLC days (one for math and one for ELA). Teachers will disaggregate data from Star Early Literacy and Star Math. Related Arts teachers are used to help support 3rd/4th grades during WIN time.

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.

*Continue training on implementing Benchmark Advance and also for SAAVAS.
*Helping teachers with Backwards design for math lessons.
*District Instructional Coach working with teachers on tweaking PLC protocols.
Strengthening the CORE in reading and math to help reduce the number of students being recommended for MTSS.
*Strategies and monitoring for MTSS (using Decision Tree)
*Teachers will be tracking all their classroom data in a uniformed template that all will use and have easy access to for PLC meetings and MTSS meetings
*Classroom walkthroughs that focus on collecting data on what strategies are currently being used or not used with our ELLs to help eliminate or minimize achievement gaps. Have teachers identify the barriers they face when supporting their ELL’s in the classroom.

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

*Assign Related Arts teachers to classrooms when they do not have a related arts class. In addition, they are used to help support 3rd/4th grades during WIN time. They can also help to provide interventions for Tier 2/enrichment as appropriate
*We currently departmentalize in grades 3-5. Due to the need for 3 4th grade classes and a larger number of ESE students including good caused from 3rd grade, we designated the 3rd fourth grade class as a stand alone where students do not switch classes. This is a support facilitation class needing more support including good cause students.
*Teachers will be tracking all their classroom data in a uniformed template that all will use and have easy access to for PLC meetings and MTSS meetings

*Classroom walkthroughs that focus on collecting data on what strategies are currently being used or not used with our ELLs to help eliminate or minimize achievement gaps. Have teachers identify the barriers they face when supporting their ELLs in the classroom.

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 Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	In 2021 CLE FSA scores reflected: Math Proficiency 52% Learning Gains 34% Lowest Quartile 23% In 2022 CLE FSA scores reflected: Math Proficiency 55% (+3) Learning Gains 48% (+14) Lowest Quartile 17% (-6) 2021 Grade Levels Math Proficiency/Learning Gains/Lowest Quartile: Grade 3 - Proficiency 52%, Learning Gains-n/a, Lowest Quartile - n/a Grade 4 - Proficiency 55%, Learning Gains - 67%, Lowest Quartile - 67% Grade 5 - Proficiency - 48%, Learning Gains - 32%, Lowest Quartile - 6% 2022 Grade Levels Math Proficiency/Learning Gains/Lowest Quartile: Grade 3 - Proficiency 60% (+8), Learning Gains-n/a, Lowest Quartile - n/a Grade 4 - Proficiency 68% (+13), Learning Gains - 74%, Lowest Quartile - 36% Grade 5 - Proficiency - 42% (-6), Learning Gains - 30%, Lowest Quartile - 5% 2021 and 2022 Subgroups 55% of students in grades 3-5 were proficient on the 2022 administration of the Math FSA. This was a 3% increase from 2021. Our Learning Gains saw a significant increase from 34% to 48% (+14). Students in our Lowest Quartile dropped from 23% to 17% (-6) There is still a need to increase our Learning Gains for our lowest quartile and all our subgroups. With a focus on Small group differentiation within the core (math block) and the continued use of Number Talks will help increase our Number Sense which could lead to an increase in our our learning gains, proficiency, and lowest quartile.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In grades 3-5: 65% of students will score at a level 3 or higher on the 2023 administration of the FAST State Assessment. We also will increase math achievement for our ESE, ELL, and FRL students. In Grades K-2: 70% of the students will be on grade level by the end of the school year using the STAR Math Test. Using the FSA Math Scores from 2022 including a focus on increasing proficiency in all subgroups to 2022 numbers + 5%: Grade 3 proficiency will increase 5% to 65% Grade 4 proficiency will increase 5% to 73% Grade 5 proficiency will increase 5% to 48%
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	FAST and STAR Math data will be reviewed after each progress monitoring by grade level teams and admin leadership. Teachers will follow the math pacing calendar that the district has provided to them. Unit tests are on the pacing calendar. Data from the unit tests will be used to confirm/reevaluate effectiveness of lessons and help in determining next steps for remediation or enrichment at weekly Math PLCs and

	leadership admin meetings. There will be a focus around what ELL, vocabulary, and oral language strategies that are most effective.
Person responsible for monitoring outcome:	Jennifer Parker (parkerj1@martin.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Small group differentiation is an evidence-based strategy that teachers will be implementing. When you differentiate your math instruction, you support all learners by targeting and addressing specific needs of groups and individual students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	During Core instruction teachers will be pulling small groups to differentiate instruction for those students who have learning gaps. Students will be more engaged because the content will be more relevant. They will achieve more success because they'll be experiencing different types of activities, using various modalities, and contributing to the best of their abilities as they continue to grow.

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.

Continue departmentalizing in grades 3-5, as long as data supports it.

Person Responsible	Jennifer Parker (parkerj1@martin.k12.fl.us)

Get families involved and excited about Math by providing two family math nights. First one is scheduled on October 26th at CLE. The district is providing all the materials and CLE teachers will sign up to man a center.
Food will provided for families. The second family math night will be during the 2nd semester. SIP team will be planning for this family math night to be off campus (Home Depot).

Person Responsible	Colleen Hubbard (hubbarc@martin.k12.fl.us)

After school tutoring by teachers with direct targeted instruction in grades 2-5. Students will be invited to attend based on their needs.

Person Responsible	Jennifer Parker (parkerj1@martin.k12.fl.us)

Teachers in grades K-5 will utilize math manipulatives to let students explore the concrete representation before moving onto the representational or abstract.

Person Responsible	Bailey Swartz (swartzb@martinschools.org)

Admin and District Math Coach will focus on teachers in grades K-5 (observing, modeling Number Talks, help teachers plan for small groups, and provide follow up strategies while monitoring for fidelity. Targeted planning for differentiation for our ELL's and other students at the levels 2, 3, and 4 using the Concrete, Representational, and Abstract model. Continue looking at data using FAST/STAR/ and Unit tests to monitor student progress and help teachers create small groups to differentiate lessons and interventions when students have gaps.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Assistant Principal will support all K-5 Math PLC's. Admin will meet with teachers to identify subgroups and their lowest quartile students. Our ELL's will be monitored closely to make sure we are seeing growth in their learning at the core.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Learning Walks for Math with vertical grade levels so that teachers can see other good teaching strategies, ask questions, get clarifications, celebrate success, and identify areas of need.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Provide opportunities for teachers and admin to attend conferences to support high effect teaching strategies.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Teachers will incorporate activities to support math during Teacher Led PE.

Person Responsible Brenda Watkins (watkinb@martin.k12.fl.us)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	2021-2022 ELA OVERALL: ELA Proficiency decreased 3% (59-56) Learning Gains increased 6% (52 - 58) LQ increased 17% (25 - 42) Our Multiracial group has grown to 11.This group significantly decreased on achievement and learning gains/LQ. (See breakdown by grade level in parentheses.) MUL 2022 2021 3rd (4) Achievement 25 50 Learning Gains N/A N/A LQ N/A N/A 4th (1) Achievement 0 Learning Gains No data LQ No Data 5th (6) Achievement 0 66.7 Learning Gains 25 66.7 LQ 25 50 2022 FSA results showed the lowest quartile for all of our target subgroups showed a decreased in learning gains. We broke this down by grade level (4th and 5th) and found it inconsistent: *4th grade - SWD LQ decreased 52.4 % (from 66.7 to 14.3). There were 18 students in this group. *5th grade - ELL LQ decreased 75% (from 75 to 0). There were 11 students in this group. *5th grade - MUL LQ decreased 25% (from 50 to 25). There are 6 students in this group.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	In grades 3-5: 66% (pre-COVID score) of students will score at proficiency on the 2023 administration of the FAST State ELA Assessment. Also, all targeted subgroups (ESE, ELL, Multiracial and FRL) will increase ELA achievement (proficiency) to 50%. In Grades K-2: 70% of the students will be on grade level by the end of the school year using the STAR Early Literacy Test.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Grades 3-5 will be monitored using Benchmark Advance Unit and FAST Assessments. Grades K-2, Benchmark Advanced Unit Assessment, Fundations and Star Early Literacy Assessments
Person responsible for monitoring outcome:	Brenda Watkins (watkinb@martin.k12.fl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being**	Teachers will teach the B.E.S.T. standards by following pacing guides and lessons outlined in Benchmark Advanced and Fundations. We have also found that teachers need more support in moving away from

implemented for this Area of Focus.	measuring students by Fountas and Pinnell reading levels to more integrated skills per BEST.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	The B.E.S.T. are the standards adopted by the state. These standards are also embedded in Benchmark Advanced lessons. Benchmark is the district's adopted reading series. Fundations builds phonemic awareness which supports reading skills.

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.

Continue the work with teachers on inclusive classroom teaching strategies. Book study "Your Students, Our Students: Rethinking Equitable and Inclusive Classrooms" by Jung, Lee Ann; Frey, Nancy; Fisher, Douglas; Kroener, Julie. ($23 each)

Person Responsible Lori Mull (mulll@martin.k12.fl.us)

Implement tutoring options: Students will be identified using various types of data to identify need (STAR, FAST, etc.)
Grade 2-3 Reading Tutoring - Focus on phonemic awareness, vocabulary, comprehension, fluency.
Grade 4-5 Reading Tutoring- Focus on content and academic vocabulary, reading comprehension, and writing.

Person Responsible Kimberlee Miller (millerk@martinschools.org)

Collaborate with PTA/parents for reading buddy events.(Read to Your Sweetheart, Family Literacy Nights, etc.) (options include providing refreshments/dinner and books for children attending)

Person Responsible Elizabeth Martin (martine@martin.k12.fl.us)

New Worlds reading initiative and scholarship for students in tier 2 and 3, students who are identified as deficient readers by state assessments.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Provide trainings on ways for teachers to provide differentiation during the core. During, weekly PLC data chats using Benchmark and FAST/Star Early Literacy Assessments and other progress monitoring tools teachers will discuss implementing reteaching/differentiation strategies versus MTSS interventions to help increase student achievement. Monitor these results during PLC's and MTSS data chats.

Person Responsible Brenda Watkins (watkinb@martin.k12.fl.us)

ESE Teachers created the master schedule to support the needs of ESE students. This includes tactfully placing WIN (What I Need) times to target ESE students and students in Tier 2 and 3. Using this schedule support staff such as related arts teachers are scheduled to help with WIN times and support in classrooms during off blocks.

Person Responsible Daniela D'Angelo (dangeld@martinschools.org)

Teachers will participate in a webinar " The Science of Reading Levels" by Dr. Tim Shanahan.

Person Responsible Brenda Watkins (watkinb@martin.k12.fl.us)

Conduct walkthroughs to collect data on strategies implemented and determine professional development needs. This will be conducted monthly with district staff and quarterly (2-4) with teachers on staff. Professional Development will be scheduled using district staff and outside sources as appropriate.

Person Responsible Brenda Watkins (watkinb@martin.k12.fl.us)

Admin created a schedule for ELL para to work with ELL students based on using data in Elevation Program.

Person Responsible	Jennifer Parker (parkerj1@martin.k12.fl.us)

Investigate/provide options for attending quality conferences to support Teacher Efficacy and other high effect strategies, (i.e. Just Reads Literacy, LSI, Model Schools, etc.)

Person Responsible	Brenda Watkins (watkinb@martin.k12.fl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	45% of students in 5th grade were proficient on the 2022 administration of the FSSA. Science proficiency scores dropped from 59% to 45%. This was a 14% drop from 2021. The area of focus is to increase proficiency within all our subgroups by 5%. SCIENCE Proficiency 2022 2021 SWD (increase) 27 9 ELL (increase) 20 8 MUL (decrease) 0 100 FRL (decrease) 24 39 Decrease in Science Proficiency from 59 to 45 (-14) (Targeted Groups showing a decrease are MUL and FRL. ELL and ESE showed significant increases in science scores.)
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	In 2022 CLE FSSA scores reflected: Science Proficiency is 45%. Science Proficiency scores dropped from 59% to 45%. We will increase Science proficiency from a 45% to 55%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The MCSD provides Science Progress Monitoring assessments (PMTs) through Performance Matters for grades 3-5 that provides data on how students are progressing with science standards that have already been taught. Data from these tests are analyzed to determine which students need remediation.
Person responsible for monitoring outcome:	Jennifer Parker (parkerj1@martin.k12.fl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Implement differentiation strategies to help all students with comprehension and mastering skills. Science content is also embedded in our Benchmark Advance Reading curriculum. Science Lab teacher reinforces standards that are being taught in the classroom using hands on explorations. We will continue to use the District Science Coordinator to help analyze data and to help with strategies to target students who need remediation.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Too many times we target our subgroups to help with proficiency and forget about the students who need enrichment or need to be challenged. By differentiating instruction for all students, we can make sure we are addressing the needs of all students and not just specific subgroups.

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.

Continue with departmentalizing in grades 3-5. Teachers were selected based on Benchmark and FSA/ FSSA data.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

Voice & Choice for 5th graders during related arts - This science option gives students in grade 5 more consecutive days to go deeper into the science standards. All 5th graders will have science lab once a week.

Person Responsible Jennifer Parker (parkerj1@martin.k12.fl.us)

District provided interactive word wall Google Slide presentation implemented in the science blocks for 3-5.
Classroom science teachers will embedding this feature during all science units.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

Hands on science activities-
More hands on exposure to experiments (Designated STEM days) that will take place on Early Release Days to improve cross grade level - intermediate grade levels will pair up with primary grade levels to help teach hands on experiments, such as egg drop, paper airplanes, energy, and force & motion. Science lab equipment can be checked out at anytime for teachers. Science lab can be utilized by teachers when Mrs. Sanchez has a planning period and/or lunch.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

To support our ELL population we will be utilizing visual representations using Picture Vocabulary cards in the science lab.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

Science Fair is mandatory for all 2-5 gifted students. All other CLE students are highly encouraged to participate. CLE will be having their own schoolwide science fair. Each class K-5 will be submitting a class project. Awards ceremony will be held during an evening PTA event. The top 15 winners will go on to the district Science Fair.
After school science fair workshop will be hosted by our science lab coordinator.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

3-5 Science Assembly
Hobe Sound Nature Center- Invasive Species
PreK-2 Science Assembly
Hobe Sound Nature Center- What is Wild?
STEM Night that will incorporate a Math and Science Night that students and parents can attend.

Person Responsible [no one identified]

An after school club called the Green Team will be offered for students who want to participate. The Green Team is a gardening club that will focus on recycling, water conservation, planting, and helping to keep CLE's campus beautiful. Family Campus Beautification days, Earth Day activities with Green Team leading younger students, and district's Water Fest.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

Teachers will incorporate physical/ hands on activities to support science during Teacher Led PE.

Person Responsible Elaine Sanchez (sanchee@martin.k12.fl.us)

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.

Results of the 2021-2022 Teacher Satisfaction and Engagement Surveys: questions relating to the school climate (feeling valued, positive climate, etc.) rate on the average 75-90%.

Our school PBIS Committee meets monthly as a School Improvement Committee.
Goal 22-23:
Our goal is to decrease negative office referrals by 15% in the 22-23 school year and maintain the same amount of positive office referrals.
Strategies: The PBIS will provide training to staff on specific criteria for positive and negative office referrals. As a team we will offer behavior skills training.
The PBIS team will create a google form asking for input on classroom problem behaviors that teachers most commonly experience. Using this data we will shape our trainings to build relevant support for usable strategies. The team will send a google behavioral survey quarterly to reassess teachers' needs.

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

We invited another administrator to conduct professional development on Growth Mindset and your "Why. We had this training about 5 years ago but due to changes in staff, we felt there was a need to revisit.

Refresher PBIS Training: AP, PBIS Committee leader, School Counselor, IPS Coach

Staff & Core Leadership team will be doing professional development around Purpose of Protocol and Collective Teacher Efficacy

Both administrators work together to provide opportunities to give staff positive notes recognizing them for various reasons. Also, administration works with school Sunshine and PTA to provide monthly treats based on a theme or sometimes "just because we appreciate you", "We want you to know how much we appreciate you." PBIS team will continue to come up with ideas on how to recognize staff (i.e.drawings, events, etc).

PBIS team has been working on Positive Behavior Support certificates and positive calls home when students go beyond the normal to provide help or support to a staff member or another student.