

The School District of Palm Beach County

Crystal Lakes Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Crystal Lakes Elementary School

6050 GATEWAY BLVD, Boynton Beach, FL 33472

<https://cyle.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

We envision...

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

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

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

...WE SEE YOU.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

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

Name	Position Title	Job Duties and Responsibilities
Keating, Lisa	Reading Coach	Mrs. Keating serves as the school's SAI Teacher and SBT Leader. She supports with coordination of intervention programs. In addition, she leads the PD Development committee to help with developing appropriate and meaningful PD options for our teachers.
Glass, Lisa	Teacher, K-12	Grade 1 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the first grade team. Ms. Glass also supports as a SBT teacher in helping to ensure the team is identifying the student needs and interventions for support.
Davis-Tucker, Shronderlette	School Counselor	Mrs. Tucker is our school counselor who participates on our SBT Team, develops and collaborates with teachers to support the social and emotional needs of our students. She participates in the fine arts wheel providing instruction towards social emotional learning goals and objectives. She also serves as the school's 504 coordinator.
Fink, Marni	Teacher, PreK	Pre-School Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the Pre-K grade team.
Kotch, Lauren	Teacher, K-12	Grade 2 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 2nd grade team.
Wapner, Stacey	Teacher, K-12	Grade 3 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 3rd grade team.
Day, Tina	Teacher, K-12	Grade KG Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the KG grade team.
	Teacher, ESE	ESE coordinator. Facilitates and collaborates among the ESE Team and is a liaison between administration and the ESE Team. The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students,

Name	Position Title	Job Duties and Responsibilities
		parents, teachers, counselors, related service providers, agencies, etc.
Boucard , Britany	Teacher, K-12	Grade 5th Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 5th grade team.
Lansberry, Cassandra	Teacher, K-12	Resource teacher-Mrs. Lansberry supports teams as they plan and carry out data analysis, and planning during professional learning community meetings. She teaches intervention group for our struggling readers, both support and intensive. She participates as an active member of the leadership team, and supports testing coordination.
Aritzoy , Regina	Teacher, K-12	Grade 4 Team Leader who facilitates, influences and collaborates among her team members and is a liaison between administration and the 4th grade team.
Ross , Ashley	Teacher, ESE	Ensure all IEPs are being serviced with fidelity, providing opportunities to coach and support staff in providing differentiated instruction to meet the needs of students, work with families on ways to support their child in the home, identify and support supplemental and intensive interventions to meet the needs of all students, completing data analysis of student needs based upon diagnostic criteria and assessments

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are invited to attend and participate in our monthly SAC meetings. During our initial SAC meeting we discussed our SIP goals from last year, data, and suggested goals for this upcoming year. We asked for input and included members of our school leadership team, teachers, staff, parents, business partners and community leaders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

During biweekly PLCs each team will analyze data on recent assessments, and discuss progress towards grade level and schoolwide WIGs. Admin will attend, and guide goal setting and planning based on the determined needs. The leadership team will discuss progress towards WIGs and SIP goals based

on the aggregated data biweekly. Adjustments will be made to targetted secondary standards, scope and support services as needed.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	56%
2022-23 Economically Disadvantaged (FRL) Rate	61%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	28	17	15	24	18	0	0	0	102
One or more suspensions	0	2	2	3	3	1	0	0	0	11
Course failure in English Language Arts (ELA)	6	17	38	25	3	18	0	0	0	107
Course failure in Math	4	6	27	27	3	34	0	0	0	101
Level 1 on statewide ELA assessment	0	0	0	7	21	6	0	0	0	34
Level 1 on statewide Math assessment	0	0	0	0	0	5	27	15	0	47
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	2	5	8	2	0	0	0	0	17
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	9	30	31	10	0	0	0	86

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	7	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	21	22	18	19	25	30	0	0	0	135
One or more suspensions	0	0	0	1	1	1	0	0	0	3
Course failure in ELA	0	24	22	17	6	7	0	0	0	76
Course failure in Math	0	12	10	9	5	21	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	11	12	18	0	0	0	41
Level 1 on statewide Math assessment	0	0	10	26	42	0	0	0	0	78
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	4	0	0	0	0	0	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	4	8	3	6	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	29	20	16	24	18	27	0	0	0	134
One or more suspensions	2	3	3	2	0	2	0	0	0	12
Course failure in ELA	6	17	38	25	3	18	0	0	0	107
Course failure in Math	4	6	27	27	3	34	0	0	0	101
Level 1 on statewide ELA assessment	0	0	0	28	5	14	0	0	0	47
Level 1 on statewide Math assessment	0	0	0	32	15	30	0	0	0	77
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	1	4	4	0	0	0	0	0	9

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	4	8	3	6	0	0	0	24
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	66	53	53	73	59	56	64		
ELA Learning Gains				72			66		
ELA Lowest 25th Percentile				60			54		
Math Achievement*	62	57	59	64	53	50	55		
Math Learning Gains				67			41		
Math Lowest 25th Percentile				51			17		
Science Achievement*	61	54	54	45	59	59	58		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	87	56	59	42			67		

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	342
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	474
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	43			
ELL	60			
AMI				
ASN	70			
BLK	50			
HSP	70			
MUL	63			
PAC				
WHT	71			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	51			
ELL	58			
AMI				
ASN	78			
BLK	57			
HSP	55			
MUL	78			
PAC				
WHT	63			
FRL	56			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	66			62			61					87
SWD	44			41			45				4	
ELL	36			54							3	90
AMI												
ASN	72			67							2	
BLK	56			51			42				4	
HSP	66			58			61				5	93
MUL	63			63							2	
PAC												
WHT	71			69			77				4	
FRL	54			46			49				5	85

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	73	72	60	64	67	51	45					42
SWD	58	65	59	49	62	45	22					45
ELL	58	71	67	44	76	64	38					42
AMI												
ASN	81	74		81	84		71					
BLK	64	72	65	46	60	55	40					
HSP	65	70	55	54	60	54	30					
MUL	81	93		71	67							
PAC												
WHT	82	71	50	76	74	36	50					
FRL	65	68	59	55	65	56	35					43

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	64	66	54	55	41	17	58					67
SWD	37	60	30	42	19	8	35					
ELL	54	73		44	47		50					67
AMI												
ASN	89			78								
BLK	53	62		35	23		38					
HSP	52	62		51	38		50					67
MUL	74			58								
PAC												
WHT	72	67	62	60	38	27	62					
FRL	53	56	44	43	34	0	52					64

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	63%	56%	7%	54%	9%
04	2023 - Spring	79%	58%	21%	58%	21%
03	2023 - Spring	62%	48%	14%	50%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	63%	57%	6%	59%	4%
04	2023 - Spring	64%	52%	12%	61%	3%
05	2023 - Spring	61%	56%	5%	55%	6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	51%	9%	51%	9%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

FSA Fy22 results v.s FAST PM3 FY23 results shows:

ELA:

- Overall decrease of 5% proficiency
- 3rd grade decrease of 10% proficiency
- 4th grade increase of 2% proficiency
- 5th grade decrease of 5% proficiency

Math:

- Overall increase of 1% proficiency
- 3rd grade decrease of 12% proficiency
- 4th grade decrease of 5% proficiency
- 5th grade increase of 19% proficiency
- 6th grade (AMP) consistently 100% proficiency

Science:

Increased 17% in Grade 5 proficiency

3rd and 5th grade ELA demonstrated 64 and 63% proficiency, respectively. Students performing just under proficiency did not make substantial gains, leaving them performing at an approaching proficiency level in ELA rather than demonstrating mastery. Our 2nd and 3rd graders performed at an average of 5 points out of 12 on all PBPA writing assessments last year. SY23 was the first time grades 3-5 utilized the new BEST standards and Benchmark Advanced curriculum, and many of these students learned virtually during their foundational reading skill acquisition years. Attendance also contributed to lack of proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Last year's fourth grade students demonstrated a 8% decrease in proficiency in ELA in 5th grade and last year's third graders demonstrated a 12% decrease in math proficiency this year in fourth grade. The shift to BEST standards and a new assessment contributed to a decline. A need for differentiated small group instruction has also contributed. Reading proficiency and vocabulary knowledge contributed to the decrease in math proficiency, as our fifth graders showed a 13% decrease in ELA proficiency, directly impacting their performance on the math assessment.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When comparing the PM3 FAST and Science Assessment Data for the 2022-2023 school year (overall grades 3-5) we see:

School State: Gap:

ELA Achievement 68% 54% +14%

Math Achievement 65% 57% +9%

Science Achievement 60% 51% +9%

While we outperformed the state in all subject areas based on the PM3 FAST assessment, and NGSS our biggest "gap" or area we outperformed was in ELA achievement. Though we outperformed the state, we saw a decrease in proficiency. Science being a consistent assessment tool is a particularly positive improvement. Focus was on hands-on science instruction, a focus on rigorous questioning and vocabulary.

Which data component showed the most improvement? What new actions did your school take in this area?

Our fifth grade students demonstrated 60% at level 3 or above on the Science NGSSS Assessment. This was a 17% increase in proficiency from the prior year. Weekly hands-on labs, a focus on science vocabulary, rigorous questioning and the use of iXL Science for fifth grade students to familiarize them with the multistep high order questions and how to break them down to apply their science and synthesizing skills, contributed to our success.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

-Attendance is a big area of concern including both absenteeism, as well as tardiness. The amount of time students have missed due to truancy is substantial and directly related to instructional time lost. Improving upon attendance is aligned with the district's strategic plan, enhance a sense of belonging, safety, and acceptance for all students.

-While we made substantial gains in science proficiency, we have several new teachers and new students to our school. Maintaining this growth despite these changes to staff and student body could

serve as a challenge. Overcoming this challenge is aligned with the district's strategic plan, accelerate student learning using innovative and differentiated approaches.

-As a school, a focus on differentiated instruction to move the students who are approaching proficiency to mastery of standards is in place specific focus on 3rd-5th grade reading as well as writing, looking to improve upon development and voice based on previous years' PBPA data. This is in alignment with the district's strategic plan, ensuring all students engage in teaching and learning that results in academic excellence.

-In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

>Instructional Priority #1 Deliver content, concept, or skill that is aligned to the benchmark and intended learning:

Specific focus on increasing reading proficiency in third grade and on writing instruction including awareness of rubric, and self-monitoring growth within domains in grades 3-5.

>Instructional Priority #2 - Monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning: Specifically, a focus on small group instruction. Teachers will learn to determine students' individual needs in all subject areas, and plan differentiated and varied small-group instruction to be planned for and carried out daily.

>Instructional Priority #3 Use trends in student data and work samples to identify learning needs in order to adjust instruction. During PLCs our teachers will analyze the most recent data, collaborate on instructional strategies that produce positive evidence of mastery, and plan for adjustments in instruction and reteaching as needed.

>Instructional Priority #4 - Continuity with systems put in place the previous year to increase capacity, background knowledge, and language experience related to science instruction and learning. Continued growth in 5th grade science despite many new faculty members and new students at our school this year. Continue to focus on questioning and vocabulary, as well as hands-on learning opportunities.

>Instructional Priority #5 - Improving upon attendance, and arriving to school on time. Plans to educate parents on the importance of being here for SLL lessons, instructional lessons, intervention, and how helping their child to be here on time and daily sets a tone for organization, and structure that helps the students to be successful overall.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Overall culture and community at Crystal Lakes is a focus this year. We are participating in the RCA House system this year, providing the students and staff with a system for encouraging acceptance, kindness, family, teams, friendly competition, having an adult to depend on, encouragement, giving and success. This directly aligns with objectives defined in the districts' Strategic Plan: Theme C Mental Health & Wellness - Enhance a sense of belonging, safety and acceptance for all students - Initiative: implement a district-wide system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements. This will be implemented with continued efforts to support our Schoolwide Positive Behavior System.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

- (g) History of Holocaust
- (h) History of Africans and African Americans
- (i) History of Asian Americans & Pacific Islanders
- (o) Health Education, Life Skills & Social Media
- (q) Hispanic Contributions
- (r) Women's Contributions
- (t) Civic & Character Education
- (u) Sacrifices of Veterans, and the value of Medal of Honor recipients

Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Our school highlights multicultural diversity within the curriculum and the arts.

Measurable Outcome:

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

All staff members will give 10 house points per week. This demonstrates acknowledgment to the schoolwide positive behavior expectations. The points are tracked through the app. Additionally, attendance at house meetings, pep rallies, and leadership roles for both students and staff will be monitored.

Monitoring:

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

During house meetings, traditions will be established which will be charted and evaluated through student, family, and staff feedback. monthly house meetings, house leader meetings, trimester pep rallies and sorting activities are already planned and put on the calendar.

Person responsible for monitoring outcome:

Claudia Yurick (claudia.yurick@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

NA

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This specific strategy was chosen in alignment with the district wide initiative of implementing the RCA House System in schools looking to enhance the positive behavior systems, feelings of belonging, community and culture on their campuses which we do. This program is evidence-based in increasing a feeling of acceptance, and the number of students on campus who have at least one adult they feel they can connect with and trust.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Plan sorting of staff and students into their RCA house.

Person Responsible: Claudia Yurick (claudia.yurick@palmbeachschools.org)

By When: October 2023

Plan house meetings, house leader meetings and pep rallies.

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

By When: August 2023

Organize and plan the end of the year pep rally to reveal the winning house for the year.

Person Responsible: Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

By When: February 2024

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Analyzing data for, planning for, and carrying out small group instruction in all subject areas was identified as a crucial need based on last year's USA data, PBPA data, iReady data and FAST data in all grade levels. While most students maintained proficiency when demonstrating previous proficiency, our approaching students did not close the learning gap in most cases. Professional development in small group instruction is planned for our faculty meetings and PDDs throughout the year.

Measurable Outcome:

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

All teachers will plan for, and implement small group instruction daily during ELA and math instruction. Science small group instruction will happen at least 3 times per week. PD will be provided based on the different needs of our new teachers, veteran teachers, and teachers new to PBC.

Monitoring:

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

This will be monitored by lesson plan documentation, administration's attendance in PLC and planning meetings, as well as through Palm Beach Model of Instruction informal and formal teacher observations. Participation in PD will also be monitored through implementation activities and ESP Participant assignment completion.

Person responsible for monitoring outcome:

Sheena Blue (sheena.blue@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

NA

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Our researched based strategy that we chose to implement is small group differentiated instruction. The majority of our students who are not proficient are approaching proficiency and working to identify areas of deficiency and teaching to those gaps will help students make gains and move into proficiency in all subject areas.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Clear expectations of small group instruction stated and communicated several ways. Drive folder set up for teachers to upload their lesson plans, data, and PLC notes.

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

By When: Aug 2023

Data reviewed during PLCs; PD provided on how to utilize this data to support instruction. Initially utilizing iReady Diagnostic, and ongoing throughout the year.

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

By When: Initially by mid September 2023 and then ongoing.

Observation of teachers teaching small group lessons, with lesson target posted, based on findings of data analysis in PLCs, data chats and student performance observations. Actionalble feedback to follow.

Person Responsible: Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

By When: Ongoing throughout the year.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Instructional focus for teaching writing in grades 3-5. This area was identified as crucial based on last year's PBPA data demonstrating a need for foundational writing skills in 3rd grade (last year's 2nd graders), development, citing evidence and establishing voice in grades 4 and 5, and an enhanced understanding for staff and students of the BEST writing rubric in grades 3-5.

Measurable Outcome:

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

All teachers in grades 3-5 will participate in PD based on writing instruction. They will then utilize the learning from their professional development by planning BEST based lessons, also utilizing the Top Score Curriculum. Students and teachers will explore the rubric, practice rating writing, and participate in small group instruction focused on the area that each student shows room for improvement.

Monitoring:

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

Lesson plans including small group lesson plans, PLC agendas and notes and observation of lessons will serve as monitoring for this desired outcome. The leadership team will participate in small group writing boot camp tutorial modeling for teachers, and raising engagement for students on the area of focus.

Person responsible for monitoring outcome:

Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

NA

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Implementing the use of research based phonics and phonemic awareness strategies and curriculum will help to increase and improve upon the foundational reading skills needed to help students make gains towards proficiency on all grade levels. A focus on student ownership of applying the writing rubric, and exploring the elements of their writing that need improvement speaks to the rigorous practice of writing skill application we aim to incorporate in our daily instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

PD based on writing instruction, scoring of writing based on new BEST rubric.

Person Responsible: Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

By When: October 2023

Teachers implement learning from PD and PLC during writing instruction and throughout collaborative planning process.

Person Responsible: Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

By When: November 2023

During PLC teachers will analyze diagnostic and PBPA data to determine growth made, and areas for continued differentiated writing instruction. This will be carried out in class as well as during writing bootcamp tutorial.

Person Responsible: Shannon Budjinski (shannon.budjinski@palmbeachschools.org)

By When: November and ongoing.

Training in phonics based instruction and program (ongoing) with monitoring of student performance

Person Responsible: Cassandra Lansberry (cassandra.lansberry@palmbeachschools.org)

By When: Initial Training by August 2023 and ongoing PD throughout the school year