

Martin County School District

Crystal Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Crystal Lake Elementary School

2095 SW 96TH ST, Stuart, FL 34997

martinschools.org/o/cles

School Board Approval

This plan was approved by the Martin County School Board on 9/19/2023.

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.

Educate ALL students for success.

Provide the school's vision statement.

A Dynamic System of Educational Excellence

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
Watkins, Brenda	Principal	Manage and oversee the operations of the school including instructional, staff, facilities. This includes making sure events and strategies and budget expenses align to SIP goals.
Parker, Jennifer	Assistant Principal	Fills in for the principal as needed and also supports the goals and strategies as they relate to the SIP.
Sprott, Lisa	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Beier, Kayla	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Gast, Sarah	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Bolton, Amy	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Anderson, Kimberly	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Hernandez, Hilda	Teacher, K-12	Is serving as a grade level chair to help support implementation of strategies to support SIP goals.
Bouchard, Jenny	Teacher, ESE	To support and monitor strategies and SIP goals
Pastrovicchio, Ashley	Teacher, ESE	To monitor and support strategies and SIP goals
Francke, Kelly	Staffing Specialist	To monitor and support strategies and SIP goals
Hodowanic, Laura	School Counselor	To monitor and support strategies and SIP goals
Miller, Kimberlee	Other	As our Prevention / Intervention Program Specialist - To monitor and support strategies and SIP goals

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.

Our School Advisory Council is made up at least 51% parents/community members. 49% staff. Parents and community members are voted on by parents and staff by staff. Monthly meeting dates and times are determined at the first meeting to accommodate parents/community members.

Test and Survey data was shared with staff. We celebrated areas we did well but identified struggling subgroups. The leadership team will share and solicit strategies. The plan will then be presented to SAC, voted on and monitored throughout the year.

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))

SIP committees meet the first Wednesday of every month. Each goal has representation from every grade level. In addition, teachers meet in PLC to monitor data and lessons plans. Grade level chairs who also serve on the leadership team will run these meetings. Leadership meetings will guide the grade level chairs on direction to analyze with their team which will support SIP goals. We will be reviewing and monitor multiple types of data (Benchmark Advanced, Savvas, FAST and STAR) paying close attention to struggling subgroups and growth.

CLE has WIN (What I need) time built into the master schedule. Teachers use this time for Tier 2 and Tier 3 interventions. Support Facilitators will provide support to students during small group instruction. Lesson plans will be reviewed monthly for small group instruction. MTSS grade level meetings will review and monitor students progress and make revisions to groupings 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	36%
2022-23 Economically Disadvantaged (FRL) Rate	39%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
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) 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: C 2019-20: A 2018-19: A 2017-18: B
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	14	8	10	10	13	0	0	0	55	
One or more suspensions	0	0	1	3	0	5	0	0	0	9	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	5	9	0	0	0	14	
Level 1 on statewide Math assessment	0	0	0	0	5	10	0	0	0	15	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	18	15	21	12	0	0	0	69	

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	2	2	5	5	4	0	0	0	18

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	1	2	0	0	0	0	0	4
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	0	6	12	11	3	7	0	0	0	39	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	6	10	12	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	5	12	12	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

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	5	6	9	0	0	0	20

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	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	14	8	10	10	13	2	0	0	0	57	
One or more suspensions	0	1	3	0	5	4	0	0	0	13	
Course failure in ELA	0	0	0	0	0	1	0	0	0	1	
Course failure in Math	0	0	0	0	0	1	0	0	0	1	
Level 1 on statewide ELA assessment	0	0	0	5	9	14	0	0	0	28	
Level 1 on statewide Math assessment	0	0	0	5	10	14	0	0	0	29	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	18	15	21	12	11	0	0	0	80	

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	2	2	5	5	4	4	0	0	0	22

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	5
Students retained two or more times	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*	63	55	53	56	53	56	59		
ELA Learning Gains				58			52		
ELA Lowest 25th Percentile				42			25		
Math Achievement*	71	62	59	55	43	50	52		
Math Learning Gains				48			34		
Math Lowest 25th Percentile				17			23		
Science Achievement*	55	55	54	45	54	59	59		
Social Studies Achievement*					58	64			
Middle School Acceleration					38	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	78	53	59	61			41		

* 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)	ATSI
OVERALL Federal Index – All Students	68
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	382
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	33	Yes	2	
ELL	51			
AMI				
ASN				
BLK				
HSP	54			
MUL				
PAC				

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%
WHT	70			
FRL	56			

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	31	Yes	1	1
ELL	32	Yes	1	
AMI				
ASN	80			
BLK				
HSP	45			
MUL	18	Yes	1	1
PAC				
WHT	48			
FRL	38	Yes	1	

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	63			71			55					78
SWD	32			38			19				4	
ELL	37			37							3	78
AMI												
ASN												
BLK												
HSP	53			60			29				5	77

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
MUL												
PAC												
WHT	67			75			63				4	
FRL	48			52			52				5	72

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	56	58	42	55	48	17	45					61
SWD	33	51	33	28	37	11	27					
ELL	25	50	40	13	13		20					61
AMI												
ASN	80			80								
BLK												
HSP	52	56	43	48	44	29	32					56
MUL	9			27								
PAC												
WHT	60	60	44	59	49	14	52					
FRL	43	47	33	41	36	9	24					67

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	59	52	25	52	34	23	59					41
SWD	34	27	27	27	7		9					
ELL	31	17		24	25		8					41
AMI												
ASN												
BLK												
HSP	50	46		39	35	40	40					39
MUL				9								
PAC												
WHT	63	56	27	59	34		67					

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
FRL	41	33	14	39	18	14	39					36

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	53%	53%	0%	54%	-1%
04	2023 - Spring	71%	66%	5%	58%	13%
03	2023 - Spring	70%	51%	19%	50%	20%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	62%	12%	59%	15%
04	2023 - Spring	76%	71%	5%	61%	15%
05	2023 - Spring	55%	56%	-1%	55%	0%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	50%	5%	51%	4%

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.

The testing platform is different this year; by measuring preliminary 3+ we saw an increase in proficiency. (2022 - ELA Proficiency - 56%, 2023 - 66%) (2022 - Math - 55%, 2023 - 69%); Our identified subgroups were SWD(ESE), ELL, Multi, FRL. (ELA proficiency shows SWD - 31%; ELL - 37%; Multi - 57%; FRL - 65%.) (Math proficiency shows SWD - 23%; ELL - 23%; Multi - 45%; FRL - 59%) Science platform was the same and we saw an increase (2022 Science - 45%, 2023 - 55%). Overall our Multi and FRL subgroups are above 41%.) We saw a decrease in 5th grade subgroups which was the second year in a row. Contributing factors could be we only had 2 general ed teachers and 1 gifted in 5th grade. The other two departmentalized: One was teaching math for the first time and the ELA teacher move into a district position in the Spring. A new teacher from out of state took over for the remainder of the school year.

Preliminary Proficiency 3+

ELA Math

3rd: 58/83 = 70% 3rd : 60/81 = 74%

M - 1/1 = 100% M - 1/1 = 100%

H - 15/20 = 75% H - 12/20 = 60%

ELL - 1/6 = 17% ELL - 2/6 = 33%

ESE - 2/8 = 25% ESE - 3/8 = 38%

4th: 56/78 = 72% 4th: 60/78 = 77%

M - 3/4 = 75% M - 2/3 = 67%

H - 19/29 = 66% H - 3/3 = 100%

ELL - 1/4 = 25% ELL - 0/4 = 0%

ESE - 4/10 = 40% ESE - 1/7 = 14%

5th: 34/64 = 53% 5th: 34/64 = 53%

M - 0/1 = 0% M - 1/1 = 100%

H - 5/17 = 29% H - 6/17 = 35%

ELL - 0/4 = 0% ELL - 0/4

ESE - 0/15 = 0% ESE - 1/15 = 7%

We reviewed subgroups in grade K-2. ESE and ELL subgroups had overall better proficiency scores, there are still concerns that we need to work on before 3rd grade.

Spring 2023 STAR ELA Proficiency

Kindergarten

Total Students: 64 100% W-35/41 = 83%

Urgent Intervention 6 9.38% AI-1/1 = 100%

Intervention 4 6.25% A-1/1 = 100%

On Watch 4 6.25% B-3/3 = 100%

At/Above Benchmark 50 78.13% H-8 /17 = 47%

O-2/2 = 100%

ESE-0

ELL-1/8 = 13%

1st Grade

Total Students: 61 100% W-31/41 = 76%

Urgent Intervention 6 9.84% AI-1/1 = 100%

Intervention 8 13.11% B-1/1 = 100%

On Watch 3 4.92% H-10 /17 = 59%

At/Above Benchmark 44 72.13% O-1/1 = 100%

ESE-2/4 = 50%
 ELL-3/7 = 43%
 2nd Grade
 W- 33/44 = 75%
 Total Students: 68 100% B-1/3 = 33%
 Urgent Intervention 10 14.71% H-9/15 = 60%
 Intervention 7 10.29% A-1/1 = 100%
 On Watch 5 7.35% O-2/5 = 40%
 At/Above Benchmark 46 67.65% ESE-2/7 = 29%
 ELL-4/8 = 50%

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

Based on FSA 2022 ELA Data all groups increased in 2023 except 5th grade students. We only had 2 gen ed teachers in 5th grade. One was teaching math for the first time and the ELA teacher move into a district position in the Spring. A new teacher from out of state took over for the remainder of the school year.

Here is the breakdown of 2022 Grades 3-5 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..

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.

Our ELA and Math preliminary FAST scale scores exceeded District and State in every area. 5th grade math scores only exceeded district and state by 1 scale score point.

ELA Math Science

School District State School District State School District State

3rd 310 299 297 311 301 300

4th 320 316 312 324 321 315

5th 325 319 320 322 321 321 55 50 51

Additional data showed subgroups struggled.

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

3rd and 4th grade classes performed well. We attribute that to creating groupings to address students needs. In 3rd grade students moved between classes to receive additional support. One of our support facilitators supported 3rd ESE classrooms by increasing time in the classroom during the Spring leading up to FAST. In 4th grade we had two classes that departmentalized and one stand alone class. We scheduled ESE students in the stand alone or departmentalized classes based on need. We also provided tutoring after school based on need.

BASELINE (PM1) FAST versus PM# 3 FAST

August 2022 showed:

Grade 3

Areas of Need (weakness)

August 2022

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

May 2023

All strands/areas were at/near

Strengths

August 2022

- Reading Across Genres & Vocabulary (Context & Connotation, Interpreting Figurative Language)

May 2023

Reading Informational Text (Argument, Structure)

Grade 4

Areas of Need (weakness)

August 2022

- Reading Across Genres/Voc. (Morphology)
- Prose & Poetry (Literacy Elements, Poetry)

May 2023

Reading Informational Text (Structure)

Reading Across Genres/Voc. (Morphology) - was the lowest
(Context & Connotation)

Strengths

August 2022

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

May 2023

Prose & Poetry (Poetry)

Grade 5

August 2023 Areas of Need (weakness)

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

May 2023 FAST

Reading Prose and Poetry (all areas were weak but the weakest were Poetry and Theme)

Reading Informational Text (Central Idea)

Strengths

August 2022

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

May 2023 FAST

Reading Informational Text - (Purpose & Perspective / Structure)

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

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

Excessive attendance continues to be a concern for the same students year after year. This affects classroom performance and test scores.

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

Increase Math scores for ELL, SWD

Increase ELA Scores for ELL, SWD

Improve Positive Culture and Environment
Increase Science scores for all students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 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.

In 2022 CLE FSA scores reflected:

Math Proficiency 55%

Learning Gains 48%

Lowest Quartile 17%

In 2023 CLE FAST scores reflected:

Math Proficiency 69% (+14) We exceeded our goal of 65%

Learning Gains - n/a

Lowest Quartile - n/a

2022 Grade Levels Math Proficiency/Learning Gains/Lowest Quartile:

Grade 3 - Proficiency - 60%, Learning Gains-n/a, Lowest Quartile - n/a

Grade 4 - Proficiency - 68%, Learning Gains - 74%, Lowest Quartile - 36%

Grade 5 - Proficiency - 42%, Learning Gains - 30%, Lowest Quartile - 5%

2023 Grade Levels Math Proficiency/Learning Gains/Lowest Quartile:

Grade 3 - Preliminary Level 3+ = 74% (+14), Learning Gains- n/a, Lowest Quartile - n/a

Grade 4 - Preliminary Level 3+ = 76% (+8), Learning Gains - n/a, Lowest Quartile - n/a

Grade 5 - Preliminary Level 3+ = 55% (+13), Learning Gains - n/a, Lowest Quartile - n/a

2023 Grade Levels Math Proficiency in Grades K-2: (Overall Math Proficiency - 77%)

Grade K - Proficiency - 75%

Grade 1 - Proficiency - 84%

Grade 2 - Proficiency - 74%

69% of students in grades 3-5 were Preliminary Level 3+ on the 2023 administration of the FAST Math.

This was a 14% increase from 2022. In 3rd Grade 2/6 ELL students showed Preliminary Level 3+.

3/8 ESE students showed Preliminary Level 3+. In 4th Grade 0/4 ELL students showed Preliminary Level 3+.

1/7 ESE students showed Preliminary Level 3+. In 5th Grade 0/4 ELL students showed Preliminary Level 3+.

1/15 ESE students showed Preliminary Level 3+.

Overall: FRL - Preliminary Level 3+ was 59%; Multi was 45%; SWD was 23% and ELL was 23%.

We will continue to focus on Small Group. We will be servicing Tier 2 students during the core math block.

Tier 3 students will be serviced during the school day.

Measurable Outcome:

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

In grades 3-5: 73% of students will score at a level 3 or higher on the 2024 administration of the FAST State Assessment. We will also increase math achievement for our ESE, ELL, and FRL students.

In grades K-2: 82% of the students will be on grade level by the end of the school year using the STAR Math Test.

Using the FAST Math Scores from 2023 including a focus on increasing proficiency and proficiency within all our subgroups by +5%. With the exception of 5th grade, they will increase by 8%.

Grade 3 proficiency will increase 5% to 80%
 Grade 4 proficiency will increase 5% to 81%
 Grade 5 proficiency will increase 8% to 63%

Monitoring:

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

FAST and STAR Math and SAVVAS 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 small group 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 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.)

SAVVAS math series includes intervention activities which teachers will use during small group differentiation. 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 Intervention:

Explain the rationale for selecting this specific strategy.

During Core instruction teachers will be pulling small groups to differentiate instruction using SAVVAS math series for those students who have learning gaps. In these small groups teachers will utilize math manipulatives with SAVVAS intervention activities to let students explore the concrete and representational before moving into the abstract. Students will be more engaged because the content will meet them where they are at and 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.

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.

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 and ESE students will be monitored closely to make sure we are seeing growth in their learning at the core and in small group differentiated instruction.

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

By When: Continuous all year long.

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)

By When: Continuous all year long.

Tier 2 intervention in Math will be taking place within the core math block. Tier 3 Math Intervention will also be taking place (state mandated) for 30 minutes each day for students who need it.

Person Responsible: Kimberlee Miller (millerk@martinschools.org)

By When: This will be monitored every 4 to 6 weeks

Provide tutoring after school up to 3 days a week pending availability of funding.

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

By When: October 2023 - April 2024

(2-3) Math Learning Walks 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)

By When: October 2023

Get families involved and excited about Math by providing two family math nights. First one is scheduled on October 24th 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 (Publix).

Person Responsible: Sarah Gast (gasts@martin.k12.fl.us)

By When: October 2023

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

55% of students in 5th grade were proficient on the 2023 administration of the FSSA. Science proficiency scores increased from 45% to 55%. This was a 10% increase from 2022. We are above the state and district average. The area of focus is to increase proficiency within all our subgroups by 5%.

Measurable Outcome:

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

In 2023 CLE's FSSA scores reflected: Science Proficiency in 5th grade is 55%. Our Science Proficiency went up from a 45% to a 55%. We will increase our Science proficiency to 60%.

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 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.)

Implement differentiation strategies to help all students with comprehension and mastering skills. Science content through Envision science series is also embedded in our Benchmark Advance Reading curriculum. Science Lab teacher reinforces FSSA 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 Intervention:

Explain the rationale for selecting this specific 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.

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.

Review Unit assessment data to identify standards that offer opportunities for improvement based on students' results. By monitoring unit assessment data, teachers can identify potential opportunities for improvement and reinforce teaching practices that focus on specific standards. Data is analyzed during PLC's and SIP meetings to identify standards which present opportunities for improvement.

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

By When: Weekly

Increase instruction around Earth and Space by collaborating with the Science Lab teacher. By increasing exposure to Earth and Space concepts, students will gain a deeper understanding of the standards found in this domain. Science lab teacher will meet with grade level teachers to identify specific Earth and Space standards to teach during science lab time and also give teachers activities they can do in their classrooms.

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

By When: Quarterly

Explicitly teach science vocabulary from district lists and Focus on "Word of the Day". Especially build background knowledge for ELL students.

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

By When: Monitor vocabulary implementation through PLC's and through lesson plans.

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)

By When: August 2023

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)

By When: October 2023

Teachers will incorporate physical/ hands on activities to support science throughout the lesson.

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

By When: August 2023

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. 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 compete in the district Science Fair. Mrs. Sanchez will hold after school science fair workshops for students who need guidance and assistance.

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

By When: September 2023

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)

By When: Meets twice a week starting in September thru April.

Science Lab Teacher will attend the FAST (Florida Association of Science Teachers') Conference and bring back updated information and strategies to implement in the science lab and also to help support teachers' classroom instruction around science.

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

By When: October 2023

#3. 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.

Rationale: in 2022-2023 our identified subgroups were ELL, SWD, FRL and Multi-Racial. Although we saw increase in our ELA and Math scores especially in 3rd and 4th grade, our ELL, SWD students continue to struggle especially in 5th grade. Our Multi-racial group did improve but also the number of students in the subgroup dropped 4/6 (67%). In addition our FRL Preliminary Proficiency 3+ increased to 65% in ELA. Most of these students fall into multiple subgroups.

Indicator

Absent 10% or more days

K 1 2 3 4 5 Total

14 8 10 10 13 2 57

The majority of the students in the subgroups also have attendance concerns. Our school needs to develop a positive relationship with parents and students so that there is more trust and respect on both sides.

In addition, the school will work on providing opportunities before and after school to encourage students to come to school.

Measurable Outcome:

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

Reduce the number of students missing 10% or more days by 20% ($57 - 11 = 46$).

Monitoring:

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

Our school counselor will monitor attendance and send home attendance letters, schedule parent meetings and involve truancy as appropriate. Administration will monitor repeat attendance concerns, make phone calls and create attendance contracts as needed. PBIS encourages rewards for classes with perfect attendance.

Person responsible for monitoring outcome:

Laira Hodowanic (hodowal@martinschools.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.)

PBIS (Positive Behavior Intervention Support) and MTSS (Multi-tiered Support Services) strategies will be implemented to monitor and encourage improved student attendance.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS rewards encourage perfect attendance. MTSS is used to identify attendance concerns and possible interventions to improve.

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.

Continue with Voice and Choice Related Arts options to increase student attendance in 5th grade.

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

By When: August 2023

Provide after school clubs to encourage students to attend school in order to participate. (Science, Running, Track, Green Team, Robotics, Violin)

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

By When: August 2023

Provide Family evening events (ELA, Math and Science) to encourage parents to get involved and learn what their students are doing at school.

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

By When: October 2023

#4. 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.

All ELL, SWD students will make learning gains based on new state guidelines.

Rationale: in 2022-2023 our identified subgroups were ELL, SWD, FRL and Multi-Racial. Although we saw increase in our ELA scores especially in 3rd and 4th grade, our ELL and SWD students continue to struggle especially in 5th grade. Our Preliminary Proficiency 3+ showed our Multi-racial group did improve but also the number of students in the subgroup dropped 4/6 (67%). Our FRL group in grades 3-5 improved to 65% proficiency. Most of these students fall into multiple subgroups.

3rd grade: Preliminary 3+ - $58/83 = 70\%$

M - $1/1 = 100\%$

H - $15/20 = 75\%$

ELL - $1/6 = 17\%$

ESE - $2/8 = 25\%$

4th Grade: Preliminary 3+ - $56/78 = 72\%$

M - $3/4 = 75\%$

H - $19/29 = 66\%$

ELL - $1/4 = 25\%$

ESE - $4/10 = 40\%$

5th Grade: Preliminary 3+ - $34/64 = 53\%$

M - $0/1 = 0\%$

H - $5/17 = 29\%$

ELL - $0/4 = 0\%$

ESE - $0/15 = 0\%$

Measurable Outcome:

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

100% of ELL, SWD students will make learning gains per state guidelines.

Monitoring:

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

Students' progress will be monitored using Benchmark Advanced and FAST progress monitoring data. Spreadsheets are set up to include data points including MTSS groupings. Grade Level Team Reps will work with teachers to make sure they enter their most current data to review during the PLC's. Small groups, intervention groups will be revised as needed to meet the needs of the students. Administration will increase Classroom Walkthroughs to capture strategies being used in the classrooms and share data with teachers to identify needs. This information will be shared as appropriate with district instructional coaches to provide support.

Person responsible for monitoring outcome:

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

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.)

We will continue to implement small group instruction for all grade levels/groups. This will address needs in Tier 1 and 2. Tier 3 students will receive additional support during 30 minute WIN (What I need time) daily. Intervention programs will be selected based on student needs and monitored. Revisions will be made based on outcomes. (Story Champs, Heggerty's Phonemic Awareness, Heggerty's Bridge the Gap, Geodes, Benchmark Intervention, Phonics for Reading, Quick Reads) ESE students will also receive SPIRE instruction during WIN.). ELL students will also receive support with Imagine Learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Intervention programs will be selected based on student needs and monitored. Revisions will be made based on outcomes. They are on the state approved intervention list.

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.

Provide after school tutoring 3 days a week (pending availability of funding). This will extend the school day for those students need additional instructional support/time to close the gap.

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

By When: Pending availability of funding. October 2023- April 2024

Schedule ESE Support Facilitators during small group instruction in classrooms to support ESE/struggling students. Also, present to teachers that they are responsibility for ALL students, including ESE, throughout the day.

Person Responsible: Ashley Pastrovicchio (pastroa@martinschools.org)

By When: August 2023

Designate 2 classes per grade level for ELL students to maximize the amount of time the ELL para can spend in each classroom.

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

By When: August 2023

We will continue to implement small group instruction for all grade levels/groups. This will address needs in Tier 1 and 2. Tier 3 students will receive additional support during 30 minute WIN (What I need time) daily. Intervention programs will be selected based on student needs and monitored. Revisions will be made based on outcomes.

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

By When: August 2023

Students' progress will be monitored using Benchmark Advanced and FAST progress monitoring data. Spreadsheets are set up to include data points including MTSS groupings. Grade Level Team Reps will work with teachers to make sure they enter their most current data to review during the PLC's. Small groups, intervention groups will be revised as needed to meet the needs of the students.

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

By When: August 2023

District ELL Coordinator will work with teachers on implementing strategies for ELL students and monitoring.

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

By When: October 2023

Teachers/Admin will have opportunities to attend state and district trainings and/or conferences.

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

By When: As available starting September 2023.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Data is reviewed and areas of concern are reviewed. We then look at strategies and resources available at no cost through the district and state. Once those options are depleted, we look at other areas to that will require additional funding and matched up with action steps.

The use of School Improvement funds are designated in the school improvement plan. We are still carrying over funding from previous year that allows us to provide more opportunities for our staff, students and their families. Staff give input which is shared with SAC and voted on by both groups. Requests to make revisions or funding must support the SIP and be voted on by SAC.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100 Basic	570 - Food	0301 - Crystal Lake Elementary School	School Improvement Funds		\$400.00
			<i>Notes: Provide food for Math Nights.</i>			
	5100 Basic	510 - Supplies	0301 - Crystal Lake Elementary School	School Improvement Funds		\$600.00
			<i>Notes: Provide Supplies for Math Nights</i>			
2	III.B.	Area of Focus: Instructional Practice: Science				\$1,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0301 - Crystal Lake Elementary School	School Improvement Funds		\$1,100.00

			<i>Notes: Science Lab Teacher attending FAST (Florida Association of Science Teachers') Conference in Tampa</i>			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100 Basic	510 - Supplies	0301 - Crystal Lake Elementary School	School Improvement Funds		\$500.00
			<i>Notes: Provide PBIS rewards for attendance and recognitions.</i>			
4	III.B.	Area of Focus: Instructional Practice: ELA				\$2,098.68
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100 Basic	261000 - Travel in-state	0301 - Crystal Lake Elementary School	School Improvement Funds		\$2,098.68
			<i>Notes: Teachers/Admin will attend in-state conferences and trainings.</i>			
Total:						\$4,698.68

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes