

Broward County Public Schools

# Crystal Lake Middle School



## 2021-22 Schoolwide Improvement Plan

| Table of Contents              |    |
|--------------------------------|----|
| School Demographics            | 3  |
| Purpose and Outline of the SIP | 4  |
| School Information             | 7  |
| Needs Assessment               | 13 |
| Planning for Improvement       | 22 |
| Positive Culture & Environment | 27 |
| Budget to Support Goals        | 28 |

# Crystal Lake Middle School

3551 NE 3RD AVE, Pompano Beach, FL 33064

[ no web address on file ]

## Demographics

**Principal: Valerie Harris**

Start Date for this Principal: 7/1/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Middle School<br>6-8   |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2020-21 Title I School</b>  | Yes  |
| <b>2020-21 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | 100%   |
| <b>2020-21 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>English Language Learners*<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students*<br>White Students<br>Economically Disadvantaged Students* |
| <b>School Grades History</b>   | 2018-19: C (45%)<br>2017-18: C (44%)<br>2016-17: C (43%)   |
| <b>2019-20 School Improvement (SI) Information*</b>  |  |
| <b>SI Region</b>   | Southeast  |
| <b>Regional Executive Director</b>   | <a href="#">LaShawn Russ-Porterfield</a>   |
| <b>Turnaround Option/Cycle</b>   | N/A  |
| <b>Year</b>  |  |
| <b>Support Tier</b>  |  |
| <b>ESSA Status</b>   |  |

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

---

**Table of Contents**

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>7</b>  |
| <b>Needs Assessment</b>               | <b>13</b> |
| <b>Planning for Improvement</b>       | <b>22</b> |
| <b>Title I Requirements</b>           | <b>0</b>  |
| <b>Budget to Support Goals</b>        | <b>28</b> |

## Crystal Lake Middle School

3551 NE 3RD AVE, Pompano Beach, FL 33064

[ no web address on file ]

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Middle School<br>6-8                             | Yes                    | 71%  |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white on Survey 2)               |
| K-12 General Education                           | No                     | 91%  |

### School Grades History

| Year  | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade |         | C       | C       | C       |

### School Board Approval

This plan is pending approval by the Broward County School Board.

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

The mission of Crystal Lake Middle, a dual magnet and S.T.E.M. school, is to provide a relevant, rigorous, standards based education in order for all of our students to become productive members of a 21st century, global society.

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

Crystal Lake Middle School will ensure that all teachers have the essential tools and support to establish and maintain a highly effective learning environment.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name                     | Position Title      | Job Duties and Responsibilities  |
|--------------------------|---------------------|--|
| Toliver, Earnest         | Principal           | To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the school to ensure high quality educational experiences and services for the students in a safe and enriching environment. Develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served. Communicate school information, goals, student learning and behavior expectations to all stakeholder groups by using effective communication techniques with students, teachers, parents and community stakeholders.   |
| Williams, Tavures        | Assistant Principal | The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. |
| Franciosi-Jackson, Julie | Assistant Principal | The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community. |



| Name                    | Position Title              | Job Duties and Responsibilities   |
|-------------------------|-----------------------------|---|
| Rickett McWhorter, Nina | Assistant Principal         | <p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Assistant Principal's assist the principal in providing vision and leadership to develop, administer and monitor high quality educational programs that optimize the human and material resources, including time and space, available for a successful and safe school program for students, staff and community.</p> |
| Williams, Collette      | Reading Coach               | <p>The Literacy Instructional Coach will provide targeted support that is based on identified needs of school-based teachers. These differentiated supports will foster the growth and development of teachers for optimal implementation of the Florida Standards, assessments and effective instructional strategies, including but not limited to the integration of technology with a personalized learning environment. In addition, the Literacy Instructional Coach will design and deliver individualized professional learning to teachers that develop skills in critical areas such as establishing a positive school and classroom culture, delivering a content rich and rigorous curriculum, analysis of student work, differentiating instruction and supporting English Language learners and students with special needs.</p>  |
| Boodoosingh, Vitra      | Curriculum Resource Teacher | <p>Prioritize services and facilitate academic assistance and support to teachers throughout the school. The support is based on core academic standards and the current academic needs of the school. The support is required to comply with state &amp; district legislation, priorities, and standards, through the application of effective methods, evidence-based instructional strategies, and coordination of resources which are targeted to achieve measurable school improvement. Focus on effective strategies to improve student academic achievement, with special emphasis in the areas of ELA, science, social studies and mathematics.</p>   |
| Walker, Michael         | Teacher, ESE                | <p>The ESLS Specialist will provide personalized support based on identified needs of individual school-based ESLS Support Facilitators and differentiated supports that foster the growth and development of school-based ESLS Support. Also, the ESLS Specialist will work collaboratively,</p>   |

| Name            | Position Title     | Job Duties and Responsibilities   |
|-----------------|--------------------|---|
|                 |                    | build skills, analyze data, examine needs related to professional practice and engage in peer coaching with school-based ESLS Support & teachers. The position provides consistency in services throughout the school to meet student needs, sustain or improve students achievement through the development of appropriate IEPs, promote a culture of learning to include all stakeholders by enhancing the performance of ESLS Support and providing targeted coaching while building capacity for ESLS Support and teachers. |
| Brown, Charlene | School Counselor   | Conduct weekly meetings with the guidance counselors and occupational specialists.<br>attend monthly guidance directors' meetings, coordinate the school level pupil personnel services<br>with community services, coordinate the school standardized testing program, orientation program for new students, school surveys, graduation requirements and articulation programs, etc.   |
| Davis, Tia      | Magnet Coordinator | Prepares notices, documents, and other communication to promote the interest of magnet students and programs. Visits feeder schools to promote the Magnet Program and conduct school tours for prospective students and parents. Coordinates the identification of eligible students for the Magnet Program.  |

## Demographic Information

### Principal start date

Monday 7/1/2019, Valerie Harris

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

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

67

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

1,125

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

16

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

18

## Demographic Data

### Early Warning Systems

#### 2021-22

**The number of students by grade level that exhibit each early warning indicator listed:**

| Indicator  | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|  | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled                              | 0           | 0 | 0 | 0 | 0 | 0 | 419 | 402 | 481 | 0 | 0  | 0  | 0  | 1302  |
| Attendance below 90 percent                              | 0           | 0 | 0 | 0 | 0 | 0 | 92  | 103 | 104 | 0 | 0  | 0  | 0  | 299   |
| One or more suspensions                                  | 0           | 0 | 0 | 0 | 0 | 0 | 25  | 25  | 26  | 0 | 0  | 0  | 0  | 76    |
| Course failure in ELA                                    | 0           | 0 | 0 | 0 | 0 | 0 | 10  | 23  | 45  | 0 | 0  | 0  | 0  | 78    |
| Course failure in Math                                   | 0           | 0 | 0 | 0 | 0 | 0 | 11  | 24  | 41  | 0 | 0  | 0  | 0  | 76    |
| Level 1 on 2019 statewide FSA ELA assessment             | 0           | 0 | 0 | 0 | 0 | 0 | 78  | 116 | 148 | 0 | 0  | 0  | 0  | 342   |
| Level 1 on 2019 statewide FSA Math assessment            | 0           | 0 | 0 | 0 | 0 | 0 | 82  | 106 | 189 | 0 | 0  | 0  | 0  | 377   |
| Number of students with a substantial reading deficiency | 0           | 0 | 0 | 0 | 0 | 0 | 198 | 203 | 231 | 0 | 0  | 0  | 0  | 632   |

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

| Indicator                            | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 147 | 178 | 232 | 0 | 0  | 0  | 0  | 557   |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |    |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|----|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7  | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 1 | 2  | 0 | 0 | 0  | 0  | 0  | 3     |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 4 | 10 | 4 | 0 | 0  | 0  | 0  | 18    |

**Date this data was collected or last updated**

Tuesday 9/14/2021

#### 2020-21 - As Reported

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

| Indicator                                 | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 417 | 389 | 462 | 0 | 0  | 0  | 0  | 1268  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 51  | 63  | 57  | 0 | 0  | 0  | 0  | 171   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 1   | 0   | 0   | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 98  | 140 | 110 | 0 | 0  | 0  | 0  | 348   |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 130 | 65  | 117 | 0 | 0  | 0  | 0  | 312   |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 82  | 113 | 158 | 0 | 0  | 0  | 0  | 353   |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 87  | 109 | 198 | 0 | 0  | 0  | 0  | 394   |

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

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

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 3 | 0 | 0  | 0  | 0  | 15    |

**2020-21 - Updated**

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

| Indicator                                 | Grade Level |   |   |   |   |   |     |     |     |   |    |    |    | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|---|----|----|----|-------|
|   | K           | 1 | 2 | 3 | 4 | 5 | 6   | 7   | 8   | 9 | 10 | 11 | 12 |       |
| Number of students enrolled               | 0           | 0 | 0 | 0 | 0 | 0 | 417 | 389 | 462 | 0 | 0  | 0  | 0  | 1268  |
| Attendance below 90 percent               | 0           | 0 | 0 | 0 | 0 | 0 | 51  | 63  | 57  | 0 | 0  | 0  | 0  | 171   |
| One or more suspensions                   | 0           | 0 | 0 | 0 | 0 | 0 | 1   | 0   | 0   | 0 | 0  | 0  | 0  | 1     |
| Course failure in ELA                     | 0           | 0 | 0 | 0 | 0 | 0 | 98  | 140 | 110 | 0 | 0  | 0  | 0  | 348   |
| Course failure in Math                    | 0           | 0 | 0 | 0 | 0 | 0 | 130 | 65  | 117 | 0 | 0  | 0  | 0  | 312   |
| Level 1 on 2019 statewide ELA assessment  | 0           | 0 | 0 | 0 | 0 | 0 | 82  | 113 | 158 | 0 | 0  | 0  | 0  | 353   |
| Level 1 on 2019 statewide Math assessment | 0           | 0 | 0 | 0 | 0 | 0 | 87  | 109 | 198 | 0 | 0  | 0  | 0  | 394   |

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

| Indicator                            | Grade Level |   |   |   |   |   |    |    |    |   |    |    |    | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|----|----|---|----|----|----|-------|
|                                      | K           | 1 | 2 | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 10 | 11 | 12 |       |
| Students with two or more indicators | 0           | 0 | 0 | 0 | 0 | 0 | 29 | 27 | 27 | 0 | 0  | 0  | 0  | 83    |

**The number of students identified as retainees:**

| Indicator                           | Grade Level |   |   |   |   |   |   |   |   |   |    |    |    | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
|                                     | K           | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |       |
| Retained Students: Current Year     | 0           | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  |       |
| Students retained two or more times | 0           | 0 | 0 | 0 | 0 | 0 | 5 | 7 | 3 | 0 | 0  | 0  | 0  | 15    |

## Part II: Needs Assessment/Analysis

### School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component      | 2021   |          |       | 2019   |          |       | 2018   |          |       |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
|                             | School | District | State | School | District | State | School | District | State |
| ELA Achievement             |        |          |       | 42%    | 57%      | 54%   | 38%    | 57%      | 53%   |
| ELA Learning Gains          |        |          |       | 50%    | 57%      | 54%   | 45%    | 57%      | 54%   |
| ELA Lowest 25th Percentile  |        |          |       | 37%    | 48%      | 47%   | 38%    | 50%      | 47%   |
| Math Achievement            |        |          |       | 37%    | 60%      | 58%   | 38%    | 60%      | 58%   |
| Math Learning Gains         |        |          |       | 42%    | 58%      | 57%   | 38%    | 59%      | 57%   |
| Math Lowest 25th Percentile |        |          |       | 39%    | 49%      | 51%   | 29%    | 50%      | 51%   |
| Science Achievement         |        |          |       | 35%    | 49%      | 51%   | 39%    | 52%      | 52%   |
| Social Studies Achievement  |        |          |       | 58%    | 71%      | 72%   | 49%    | 72%      | 72%   |

### Grade Level Data Review - State Assessments

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

| ELA               |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 40%    | 57%      | -17%                       | 54%   | -14%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 35%    | 55%      | -20%                       | 52%   | -17%                    |
| Cohort Comparison |      | -40%   |          |                            |       |                         |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 40%    | 59%      | -19%                       | 56%   | -16%                    |
| Cohort Comparison |      | -35%   |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 36%    | 58%      | -22%                       | 55%   | -19%                    |
| Cohort Comparison |      |        |          |                            |       |                         |
| 07                | 2021 |        |          |                            |       |                         |

| MATH              |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
|                   | 2019 | 28%    | 53%      | -25%                       | 54%   | -26%                    |
| Cohort Comparison |      | -36%   |          |                            |       |                         |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 13%    | 45%      | -32%                       | 46%   | -33%                    |
| Cohort Comparison |      | -28%   |          |                            |       |                         |

| SCIENCE           |      |        |          |                            |       |                         |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade             | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08                | 2021 |        |          |                            |       |                         |
|                   | 2019 | 31%    | 43%      | -12%                       | 48%   | -17%                    |
| Cohort Comparison |      |        |          |                            |       |                         |

| BIOLOGY EOC  |        |          |                       |       |                    |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| CIVICS EOC   |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 54%    | 71%      | -17%                  | 71%   | -17%               |
| HISTORY EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         |        |          |                       |       |                    |
| ALGEBRA EOC  |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 74%    | 61%      | 13%                   | 61%   | 13%                |
| GEOMETRY EOC |        |          |                       |       |                    |
| Year         | School | District | School Minus District | State | School Minus State |
| 2021         |        |          |                       |       |                    |
| 2019         | 100%   | 56%      | 44%                   | 57%   | 43%                |

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 6, 7, and 8 - Iready  
Diagnostic -Fall 2020  
Checkpoint 2 - January 2021

| Grade 6               |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |

| Grade 7               |   |      |        |        |
|-----------------------|---|------|--------|--------|
| English Language Arts | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| Mathematics           | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |
| Civics                | Number/% Proficiency  | Fall | Winter | Spring |
|                       | All Students  |      |        |        |
|                       | Economically Disadvantaged Students With Disabilities English Language Learners |      |        |        |



| Grade 8                  |  |      |        |        |
|--------------------------|--|------|--------|--------|
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| English Language<br>Arts | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| Mathematics              | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |
|                          | Number/%<br>Proficiency  | Fall | Winter | Spring |
| Science                  | All Students   |      |        |        |
|                          | Economically<br>Disadvantaged<br>Students With<br>Disabilities<br>English Language<br>Learners |      |        |        |

## Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS |             |           |                   |              |            |                    |             |            |              |                         |                           |
|---|-------------|-----------|-------------------|--------------|------------|--------------------|-------------|------------|--------------|-------------------------|---------------------------|
| Subgroups                                 | ELA<br>Ach. | ELA<br>LG | ELA<br>LG<br>L25% | Math<br>Ach. | Math<br>LG | Math<br>LG<br>L25% | Sci<br>Ach. | SS<br>Ach. | MS<br>Accel. | Grad<br>Rate<br>2019-20 | C & C<br>Accel<br>2019-20 |
| SWD                                       | 18          | 26        | 23                | 13           | 22         | 20                 | 27          | 40         |              |                         |                           |
| ELL                                       | 27          | 31        | 25                | 19           | 20         | 23                 | 17          | 38         | 48           |                         |                           |
| ASN                                       | 69          | 38        |                   | 62           | 38         |                    |             |            |              |                         |                           |
| BLK                                       | 30          | 32        | 25                | 15           | 12         | 17                 | 24          | 36         | 48           |                         |                           |
| HSP                                       | 41          | 39        | 21                | 29           | 21         | 21                 | 35          | 47         | 55           |                         |                           |
| MUL                                       |             |           |                   | 30           | 20         |                    |             |            |              |                         |                           |
| WHT                                       | 79          | 58        |                   | 62           | 27         |                    | 74          | 63         | 63           |                         |                           |
| FRL                                       | 34          | 34        | 24                | 21           | 16         | 18                 | 30          | 37         | 53           |                         |                           |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |             |           |                   |              |            |                    |             |            |              |                         |                           |
| Subgroups                                 | ELA<br>Ach. | ELA<br>LG | ELA<br>LG<br>L25% | Math<br>Ach. | Math<br>LG | Math<br>LG<br>L25% | Sci<br>Ach. | SS<br>Ach. | MS<br>Accel. | Grad<br>Rate<br>2017-18 | C & C<br>Accel<br>2017-18 |
| SWD                                       | 18          | 37        | 22                | 14           | 33         | 30                 | 19          | 31         | 29           |                         |                           |
| ELL                                       | 28          | 45        | 39                | 22           | 36         | 40                 | 17          | 55         | 37           |                         |                           |

| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| ASN                                       | 94       | 67     |             | 94        | 81      |              |          |         |           |                   |                     |
| BLK                                       | 32       | 44     | 33          | 26        | 35      | 37           | 26       | 46      | 58        |                   |                     |
| HSP                                       | 44       | 55     | 42          | 37        | 43      | 43           | 36       | 64      | 53        |                   |                     |
| MUL                                       | 39       | 44     |             | 44        | 39      |              |          |         |           |                   |                     |
| WHT                                       | 78       | 70     | 62          | 76        | 66      | 57           | 70       | 91      | 80        |                   |                     |
| FRL                                       | 36       | 47     | 36          | 30        | 38      | 38           | 29       | 54      | 57        |                   |                     |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS |          |        |             |           |         |              |          |         |           |                   |                     |
| Subgroups                                 | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD                                       | 20       | 36     | 30          | 18        | 34      | 32           | 20       | 21      |           |                   |                     |
| ELL                                       | 16       | 43     | 44          | 17        | 28      | 25           | 11       | 24      |           |                   |                     |
| ASN                                       | 92       | 67     |             | 92        | 62      |              |          |         |           |                   |                     |
| BLK                                       | 28       | 39     | 34          | 26        | 31      | 27           | 27       | 39      | 77        |                   |                     |
| HSP                                       | 39       | 48     | 43          | 43        | 40      | 29           | 42       | 57      | 80        |                   |                     |
| MUL                                       | 44       | 24     |             | 47        | 50      |              |          | 50      |           |                   |                     |
| WHT                                       | 74       | 66     | 67          | 76        | 57      | 53           | 77       | 87      | 96        |                   |                     |
| FRL                                       | 34       | 44     | 38          | 33        | 35      | 29           | 34       | 43      | 82        |                   |                     |

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index  |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  |     |
| OVERALL Federal Index – All Students  | 31  |
| OVERALL Federal Index Below 41% All Students                                    | YES |
| Total Number of Subgroups Missing the Target                                    | 6   |
| Progress of English Language Learners in Achieving English Language Proficiency | 15  |
| Total Points Earned for the Federal Index                                       | 310 |
| Total Components for the Federal Index  | 10  |
| Percent Tested  | 90% |
| Subgroup Data   |     |
| Students With Disabilities  |     |
| Federal Index - Students With Disabilities                                      | 24  |
| Students With Disabilities Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32%       |     |

| English Language Learners  |     |
|--|-----|
| Federal Index - English Language Learners                                      | 26  |
| English Language Learners Subgroup Below 41% in the Current Year?              | YES |
| Number of Consecutive Years English Language Learners Subgroup Below 32%       |     |
| Native American Students   |     |
| Federal Index - Native American Students                                       |     |
| Native American Students Subgroup Below 41% in the Current Year?               | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32%        |     |
| Asian Students   |     |
| Federal Index - Asian Students   | 52  |
| Asian Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years Asian Students Subgroup Below 32%                  |     |
| Black/African American Students  |     |
| Federal Index - Black/African American Students                                | 27  |
| Black/African American Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% |     |
| Hispanic Students  |     |
| Federal Index - Hispanic Students  | 34  |
| Hispanic Students Subgroup Below 41% in the Current Year?                      | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32%               |     |
| Multiracial Students   |     |
| Federal Index - Multiracial Students   | 25  |
| Multiracial Students Subgroup Below 41% in the Current Year?                   | YES |
| Number of Consecutive Years Multiracial Students Subgroup Below 32%            |     |
| Pacific Islander Students  |     |
| Federal Index - Pacific Islander Students                                      |     |
| Pacific Islander Students Subgroup Below 41% in the Current Year?              | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32%       |     |
| White Students   |     |
| Federal Index - White Students   | 61  |
| White Students Subgroup Below 41% in the Current Year?                         | NO  |
| Number of Consecutive Years White Students Subgroup Below 32%                  |     |

| Economically Disadvantaged Students  |     |
|--|-----|
| Federal Index - Economically Disadvantaged Students                                | 30  |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year?        | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% |     |

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

2018-2019's data component that showed the lowest performance was ELA.

Contributing factors include the following: The data component that showed the greatest decline for the prior school year (2018-2019) is in the reporting category of Middle School Acceleration. In this arena, Crystal Lake Middle School dropped 19 percentage points. This drop was attributed solely to a decline of students proficient on the Algebra 1 EOC. More specifically 8th-grade students taking the course and exam for High School Credit. Factors that contributed to the decline include reliability for regular formative assessments in the Algebra 1 course and Standards alignment of students' prior year of instruction in 7th-grade advanced mathematics. Science was also a low-performing subject for the 2019 school year. Science teachers utilized but may have needed more training on how to incorporate the STEMSCOPES curriculum. Small group instruction should have been used to supplement and differentiate instruction.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that showed the greatest decline for the prior school year (2018-2019) is in the reporting category of Middle School Acceleration. In this arena Crystal Lake Middle School dropped 19 percentage points. This drop was attributed solely to a decline of student proficient on the Algebra 1 EOC. More specifically 8th grade students taking the course and exam for High School Credit. Factors that contributed to the decline include reliability for regular formative assessments in the Algebra 1 course and Standards alignment of students prior year of instruction in 7th grade advanced mathematics.

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

Factors that contribute to this need for improvement can be identified as a reliable medium for monitoring and analyzing formative as well as summative assessments provided in areas that demonstrate a decline in proficiency among students. It is imperative for educators to effectively analyze data so that instruction can be customized to meet the needs of students at all levels. Data chats between educators and their students should become an instructional tool that can guide instruction. Differentiation and small group instruction would be beneficial in improving the learning gains of students. Rigorous, authentic instruction would also develop intrinsic motivation that is needed to progress along the path to academic success. It is important to also review the vertical and horizontal alignment of standards to ensure that students are entering middle school prepared and that this trend continues throughout the middle school experience.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was the Mathematics Lowest Quartile. Actions that the school took to improve in this area are as follows: For struggling learners, modifications were made to instructional delivery and pace within the classroom. Students were placed in intensive mathematics classrooms and received instruction through specific research based delivery methods that support struggling learners. These strategies include but are not limited to integration of grades 6, 7, and 8 fluency plans, and students receiving instruction in small group settings. Students were also provided with additional layers of support through extended learning opportunities, in which Mathematics teachers pulled students from electives to perform differentiated lessons. Many of these students are ESE and ELL students, and the planning of those lessons required teachers to utilize ELL strategies to further support and employ practices, strategies to impact these learners as many of them are level 1 or level 2 students (not proficient) and ranked within the lowest quartile.

In addition to ongoing and continuous classroom formative assessments, Students in each grade level take a bi-weekly interim assessment to monitor their learning and a quarterly Common Assessment.

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

Students were also specifically targeted through extended learning opportunities. To closely monitor these students the Mathematics department participated in bi-weekly Professional Learning communities to analyze data, and monitor the achievement of these students, and adjust curriculum, and adapt and share resources and strategies to best support them.

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

Learning will be accelerated by the implementation of research based practices. Professional Learning Communities will be designed to optimize the ability of educators to effectively aggregate, analyze and fully interpret data and to subsequently implement learning strategies that would maximize performance. Differentiation and small group instruction will be provided through an academic support team, extended learning opportunities, BRIA and emphasis on SEL strategies to manage and maintain a healthy, confident outlook.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development opportunities will include:

- data chats which will provide guidance on effective ways to gather, analyze and interpret data
- vertical and horizontal alignment of standards to ensure that students are entering middle school fully prepared and that the alignment within a grade level as well as alignment as one progresses from one grade to another are efficiently implemented
- strategies developed for specific sub groups such as SWD, ELL, ESLS as well as economically disadvantaged students which may include translation services, assistive devices, guidance counseling, tutoring opportunities
- Microsoft Academy training to increase rigor and authentic, project-based learning for learners to adapt to 21st Century skills and to qualify as a Microsoft school through certification
- guest speakers from accredited organizations

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

All professional development opportunities described will continue to be improved and modified based on the needs of all stakeholders involved. It is anticipated that a relationship with CTACE will be established and result in regular visits as well as provision of resources for college and career

readiness. Infusion of technology will be highly developed into the curriculum through a partnership with Microsoft through the Incubator School Program which will transform the school into a technologically literate and innovative institute leading to the eventual recognition as a Microsoft Showcase School and a leader in the world of technology in the future.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

|   |   |
|---|---|
| <b>Area of Focus Description and Rationale:</b>   | Based on our 2018-2019 FSA scores, our major focus is on Mathematics. Our Math Learning Gains increased from 38% to 42%, missing our goal by 3 percentage points. Our Math lowest quartile, which includes our ESSA subgroups, increased from 29% to 39%, exceeding our school's goal. Although some progress was made, our lowest quartile of students still remain 10 percentage points below the state average.  |
| <b>Measurable Outcome:</b>                        | By June 2022, CLMS's lowest quartile of students will increase an additional 10 percentage points from 39% to 49% in Math and our Math Learning Gains will increase from 42% to 47%.  |
| <b>Monitoring:</b>                                | The area of focus will be monitored utilizing domain based common assessments in conjunction with the I-ready diagnostic. Teachers will participate in collaborative data conversations with administrator, grade level teams, department head, academics division coach and as needed support for continuous improvement.  |
| <b>Person responsible for monitoring outcome:</b> | Tavures Williams (tavures.williams@browardschools.com)  |
| <b>Evidence-based Strategy:</b>                   | Strategies that will be used to impact this metric and meet the desired student performance outcomes that include teacher/staff development of standards unpacking through regular weekly department meetings. Teachers will collaborate to develop a schoolwide unified common language for regular instruction to include vocabulary to be taught, unified interpretation of standards-aligned to the FLDOE achievement level descriptors (no less than level 3), and resources vetted utilizing the instructional practice guide (IPG) and equip research-based instruments. |
| <b>Rationale for Evidence-based Strategy:</b>     | The rationale for selecting this strategy is based on teacher observational data from the 2018-2019 school year utilizing the Marzano Protocol instrument, the (IPG) from Achieve the Core  |

#### Action Steps to Implement

1. Development of Protocol for unpacking state standards
2. Identification and integration of regular content vocabulary and academic language with reconfiguration to include standards code and unpacked standard target in student-friendly language
3. Teachers will be trained and utilize the iReady platform for all available students to monitor at 2 interim checkpoints to access learning gains and progress for all learner

**Person Responsible** Tawanna Rowe (tawanna.rowe@browardschools.com)

**#2. ESSA Subgroup specifically relating to English Language Learners**

|   |  |
|---|--|
| <b>Area of Focus Description and Rationale:</b>   | Based on the results of the 2018-2019 statewide assessment and the continued efforts to bridge the achievement gap between our ELL students, best practices will be aimed at increasing mastery of curricular and instructional goals as measured by statewide assessments by at least 10 percent.   |
| <b>Measurable Outcome:</b>                        | The percentage of ELL students scoring proficient or higher in core content areas will increase by 12 percent in ELA achievement and 8 percent in Math Achievement by the end of June 2021, as measured by the Florida Standard Assessment.  |
| <b>Monitoring:</b>                                | The area of focus will be monitored utilizing domain-based common assessments in conjunction with the I-ready diagnostic. Teachers will participate in collaborative data conversations with administrator, grade level teams, department head, academics division coach and as needed support for continuous improvement. Students within this subgroup will be targeted with the supplemental student support initiative for Extended Learning Opportunities(ELO). ie. Morning labs, after-school tutoring, Saturday school, Winter and Spring camps that are designed to close achievement gaps and increase overall student achievement. |
| <b>Person responsible for monitoring outcome:</b> | Tavures Williams (tavures.williams@browardschools.com)   |
| <b>Evidence-based Strategy:</b>                   | English Language Learners(ELL) will participate in iReady checkpoints, Idea Proficiency Test(IPT) and WIDA assessment. Teachers use the WIDA reports and CAN do descriptors and Ellevation resources to address learning gap.  |
| <b>Rationale for Evidence-based Strategy:</b>     | Based on teacher and student feedback as well as course-specific diagnostics and common formative assessment results, increased collaboration between ELL teachers, general education teachers and ELL support will improve student achievement in all academic areas.   |

**Action Steps to Implement**

1. Collaborate with teachers and district personnel to determine specific needs
2. Develop an action plan to increase the frequency of collaboration between support facilitators and teachers
3. Collectively attend district-led collaboration training
4. Implement newly learned strategies
5. Assess and revisit as needed

**Person Responsible** Tavures Williams (tavures.williams@browardschools.com)



**#3. ESSA Subgroup specifically relating to Students with Disabilities**

**Area of Focus Description and Rationale:** Based on the results of the 2018-2019 statewide assessments and the continued effort to bridge the achievement gap between our ESLS students and their non-disabled peers, best practices will aim at increasing mastery of curricular and instructional goals as measured by statewide assessments by at least 10 percent.

**Measurable Outcome:** The percentage of ESLS students scoring proficient, or higher, in core content areas will increase by 10 percent by the end of May 2022, as measured by the Florida Standard Assessment and the Florida Standard alternative Assessment.

**Monitoring:** The area of focus will be monitored utilizing domain-based common assessments in conjunction with the I-ready diagnostic. Teachers will participate in collaborative data conversations with administrator, grade level teams, department head, academics division coach and as needed support for continuous improvement. Students within this subgroup will be targeted with the supplemental student support initiative for Extended Learning Opportunities(ELO). ie. Morning labs, after-school tutoring, Saturday school, Winter and Spring camps that are designed to close achievement gaps and increase overall student achievement.

**Person responsible for monitoring outcome:** Julie Franciosi-Jackson (julie.franciosi@browardschools.com)

**Evidence-based Strategy:** Strategies that will be used to improve students' outcome will include an increase in collaboration between the support facilitators and the general education teachers regarding targeted learning strategies infused in general educators' plans and implementation of differentiated instruction to enhance unique learning behaviors.

**Rationale for Evidence-based Strategy:** Based on teacher and student feedback as well as course-specific summative assessment results, increased collaboration between ESLS teachers and general education teachers improves student achievement in all academic areas.

**Action Steps to Implement**

1. Collaborate with the teachers to determine specific needs.
2. Develop an action plan to increase the frequency of collaboration between support facilitators and teachers
3. Collectively attend district-led collaboration training
4. Implement newly learned strategies
5. Assess and revisit as needed

**Person Responsible:** Michael Walker (michael.o.walker@browardschools.com)



**#4. ESSA Subgroup specifically relating to Economically Disadvantaged**

|   |  |
|---|--|
| <b>Area of Focus</b>                              | Over the last three years, student achievement of the economically disadvantaged has not shown significant achievement in ELA or Math: 2019(ELA) -36% & 2018(ELA) - 34%, 2019(MA) - 30% & 2018(MA) -33%.   |
| <b>Description and Rationale:</b>                 |  |
| <b>Measurable Outcome:</b>                        | By June points 2022, CLMS's economically disadvantaged students will increase an additional 5 percentage points from 36% to 41% in ELA achievement and our Math Achievement will increase from 30% to 38%.   |
| <b>Monitoring:</b>                                | The area of focus will be monitored utilizing domain-based common assessments in conjunction with the I-ready diagnostic. Teachers will participate in collaborative data conversations with administrator, grade level teams, department head, academics division coach and as needed support for continuous improvement. Students within this subgroup will be targeted with the supplemental student support initiative for Extended Learning Opportunities(ELO). ie. Morning labs, after-school tutoring, Saturday school, Winter and Spring camps that are designed to close achievement gaps and increase overall student achievement. |
| <b>Person responsible for monitoring outcome:</b> | Julie Franciosi-Jackson (julie.franciosi@browardschools.com)   |
| <b>Evidence-based Strategy:</b>                   | Strategies that will be used to impact this metric and meet the desired student performance outcomes include teacher/staff development of standards unpacking through regular weekly department meetings. Teachers will collaborate to develop a school-wide unified common language for regular instruction to include vocabulary to be taught, unified interpretation of standards-aligned to FLDOE achievement level descriptors (no less than level 3) and resources vetted utilizing the instructional practice guide(IPG) and equip research-based instrument.   |
| <b>Rationale for Evidence-based Strategy:</b>     | The rationale for selecting this strategy is based on teacher observational data from the 2018-2019 school year utilizing the Marzano protocol instrument, (IPG) from the Achieve the Core.  |

**Action Steps to Implement**

1. Development of Protocol for unpacking state standard
2. Identification and integration of content vocabulary & academic language with reconfiguration to include standards code and unpacked standard target in student-friendly language
3. Teachers will be trained and utilize the iReady platform for all available students to be monitored at 3 checkpoints to guide the learning gain process.
4. After school mentoring and tutoring

**Person Responsible** Collette Williams (collette.williams1@browardschools.com)

**#5. Instructional Practice specifically relating to ELA**

|   |  |
|---|--|
| <b>Area of Focus Description and Rationale:</b>   | Based on our 2018-2019 FSA scores in ELA, CLMS averaged a 5 percent increase in achievement and learning gains. Although there was some growth in ELA, our school's performance still falls below state and district performance expectations.   |
| <b>Measurable Outcome:</b>                        | By June 2022, CLMS will increase in ELA achievement an additional 8 percentage points from 42% to 50% and an additional 8 percentage points in ELA learning gains will increase from 50% to 58%.   |
| <b>Monitoring:</b>                                | The area of focus will be monitored utilizing domain based common assessments in conjunction with the I-ready diagnostic. Teachers will participate in collaborative data conversations with administrator, grade level teams, department head, academics division coach and as needed support for continuous improvement.   |
| <b>Person responsible for monitoring outcome:</b> | Julie Franciosi-Jackson (julie.franciosi@browardschools.com)   |
| <b>Evidence-based Strategy:</b>                   | IReady and teacher observation are used to monitor individual and grade level progress. CFA's based on LAFS clusters and text-based writing assessment using District provided prompts will also be used. Project-based learning and Social Emotional Learning skills will also be incorporated into all classrooms. Interventions include student data chats , reteaching and remediation via individual and small group instruction. |
| <b>Rationale for Evidence-based Strategy:</b>     | The rationale for selecting this strategy is based on teacher observational data from the 2018-2019 school year utilizing the Marzano protocol instrument, Instructional Practice Guide(IPG) from Achieve the Core.  |

**Action Steps to Implement**

1. Small group instruction, including stations
2. Pullouts for Tier 3
3. Rewards
4. ESE students with significant cognitive disabilities are instructed via grade-level Florida Standards access points and progress monitored via curriculum-based assessments
5. ELL students are instructed through Ellevation recourses to address learning gaps as well as WIDA reports
6. iReady checkpoints to guide instruction

**Person Responsible** Jannelle Wright (jannelle.wright@browardschools.com)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Teacher will be trained in Differentiated instruction, i.e., resource alignment, stations, and LLI. Protocols will be developed for analyzing student work & standards-based instruction and assessment. Provide mentoring for lower quartile of students and providing counseling and resources to parents and families to get them more involved.**

### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

Crystal Lake is using Conscious Discipline to transform the school's culture into a supportive learning environment and school family. This is a 3-year process. The first year focuses on staff development and building capacity so that all staff understand the principles and main components of Conscious Discipline. A more conscious staff provides better role models for students of healthy social and emotional skills. Our school-wide slogan is P.A.W.S., which is an acronym for Participate responsibly, Act kindly, Work hard, Show respect. This encompasses the desired outcomes expected for the students at Crystal Lake. In addition, students receive explicit SEL lessons at appropriate grade levels using Second Step. Second Step is a research-based program aligned with the five-core social-emotional competencies CASEL. Crystal Lake also uses daily Mindfulness activities(10 minutes daily) in all classes as well as CHAMP to standardize classroom management. The stability and standardization of classroom management creates a leveled learning environment where consistency throughout each classroom is clear and fair.

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

As a schoolwide initiative in promoting a positive culture and environment, it is a collaborative effort among students, teachers, staff, and administrators. Staff and students have strong positive relationships and that encourages social and emotional learning for all students.

Together, staff, students, and teachers inform the systems and school processes and education.

When the norms, traditions, and values system are clearly articulated, there is a commitment from each person involved. Each stakeholder has a responsibility to promote this positive culture. There are clear guidelines that involve a feedback process or rewards systems that avoid negative messaging and promote praise and incentive plans.

School leaders must promote a shared vision, i.e., valuing culture and instruction by connecting with school

staff about the school environment and academic expectations. School leaders will also provide support for educators, e.g., professional development and support. This is helpful when thinking about the rollout and ensures that staff has the capacity to sustain the school culture work.

There are goals for a safe and welcoming learning environment for students and this is promoted by teachers who are also engaged and feel supported.

## Part V: Budget

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

|        |          |   |   |                 |     |             |
|--------|----------|---|---|-----------------|-----|-------------|
| 1      | III.A.   | Areas of Focus: Instructional Practice: Math              |   |                 |     | \$4,000.00  |
|        | Function | Object  | Budget Focus  | Funding Source  | FTE | 2021-22     |
|        |          |   | 1871 - Crystal Lake Middle School   | Title, I Part A |     | \$4,000.00  |
|        |          |   | Notes: ELO and tutoring designed to increase math proficiency and learning gains. ie., morning labs, Saturday school, after school tutoring and targeted pull-outs & push-ins.                  |                 |     |             |
| 2      | III.A.   | Areas of Focus: ESSA Subgroup: English Language Learners  |   |                 |     | \$3,000.00  |
|        | Function | Object  | Budget Focus  | Funding Source  | FTE | 2021-22     |
|        |          |   | 1871 - Crystal Lake Middle School   | Ttitle III      |     | \$3,000.00  |
|        |          |   | Notes: ELO and tutoring designed to increase math proficiency and learning gains. ie., morning labs, Saturday school, ELL Spring Camp, after school tutoring and targeted pull-outs & push-ins. |                 |     |             |
| 3      | III.A.   | Areas of Focus: ESSA Subgroup: Students with Disabilities |   |                 |     | \$3,000.00  |
|        | Function | Object  | Budget Focus  | Funding Source  | FTE | 2021-22     |
|        |          |   | 1871 - Crystal Lake Middle School   | Title, I Part A |     | \$3,000.00  |
|        |          |   | Notes: ELO and tutoring designed to increase math proficiency and learning gains. ie., morning labs, Saturday school, after school tutoring and targeted pull-outs & push-ins.                  |                 |     |             |
| 4      | III.A.   | Areas of Focus: ESSA Subgroup: Economically Disadvantaged |   |                 |     | \$0.00      |
| 5      | III.A.   | Areas of Focus: Instructional Practice: ELA               |   |                 |     | \$0.00      |
| Total: |          |   |   |                 |     | \$10,000.00 |