

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

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

* 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.

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

Crystal Lake Middle School

3551 NE 3RD AVE, Pompano Beach, FL 33064

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	71%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (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 & 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. attend monthly guidance directors' meetings, coordinate the school level pupil personnel services 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/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	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 Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	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

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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%.
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.
Person responsible for monitoring outcome:	Tavures Williams (tavures.williams@browardschools.com)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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

Area of Focus Description and Rationale:	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.
Measurable Outcome:	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.
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:	Tavures Williams (tavures.williams@browardschools.com)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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

Area of Focus	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%.
Description and Rationale:	
Measurable Outcome:	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%.
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 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.
Rationale for Evidence-based Strategy:	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

Area of Focus	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.
Description and Rationale:	
Measurable Outcome:	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%.
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.
Person responsible for monitoring outcome:	Julie Franciosi-Jackson (julie.franciosi@browardschools.com)
Evidence-based Strategy:	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.
Rationale for Evidence-based Strategy:	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