

Broward County Public Schools

# Crystal Lake Middle School



## 2022-23 Schoolwide Improvement Plan

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# 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> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2021-22: C (45%) 2018-19: C (45%) 2017-18: C (44%)
<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>	TSI

\* 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.

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## 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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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<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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
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 group
Rickett McWhorter, Nina	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
McNabb, Kurt	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.
Williams, Collette	Reading Coach	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.
Boodoosingh, Vitra	Instructional Coach	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.
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

Name	Position Title	Job Duties and Responsibilities
		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.
Wright, Jannelle	Curriculum Resource Teacher	Provides support to students for the successful implementation of the instructional Theory of Action in accordance with District goals, policies and procedures.

## Demographic Information

### Principal start date

Monday 7/1/2019, Valerie Harris

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

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

62

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

1,062

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

17

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

9

### Demographic Data

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	327	335	400	0	0	0	0	1062	
Attendance below 90 percent	0	0	0	0	0	0	34	40	42	0	0	0	0	116	
One or more suspensions	0	0	0	0	0	0	17	31	16	0	0	0	0	64	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	109	125	186	0	0	0	0	420	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	121	165	188	0	0	0	0	474	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	84	106	0	0	0	0	278	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	79	71	87	0	0	0	0	237

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Wednesday 9/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

**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	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

## Part II: Needs Assessment/Analysis

### School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	35%	54%	50%				42%	57%	54%
ELA Learning Gains	45%						50%	57%	54%
ELA Lowest 25th Percentile	32%						37%	48%	47%
Math Achievement	31%	41%	36%				37%	60%	58%
Math Learning Gains	51%						42%	58%	57%
Math Lowest 25th Percentile	51%						39%	49%	51%
Science Achievement	35%	52%	53%				35%	49%	51%
Social Studies Achievement	50%	63%	58%				58%	71%	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	2022					
	2019	40%	57%	-17%	54%	-14%
Cohort Comparison						
07	2022					
	2019	35%	55%	-20%	52%	-17%
Cohort Comparison		-40%				
08	2022					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	36%	58%	-22%	55%	-19%
Cohort Comparison						
07	2022					
	2019	28%	53%	-25%	54%	-26%
Cohort Comparison		-36%				
08	2022					
	2019	13%	45%	-32%	46%	-33%
Cohort Comparison		-28%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	31%	43%	-12%	48%	-17%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	71%	-17%	71%	-17%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	74%	61%	13%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	56%	44%	57%	43%

### Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	36	33	10	41	48	12	20			
ELL	24	39	29	23	49	54	19	41	61		
ASN	80			70							
BLK	28	41	31	22	46	48	21	43	71		
HSP	37	45	33	35	53	53	35	56	75		
WHT	63	65		65	65		72	71	83		
FRL	32	44	32	28	48	47	30	48	75		
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		
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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	10
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
<b>English Language Learners</b>	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0



Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### Data Analysis

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

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

2021-2022's data component that showed the lowest performance was ELA which includes Language Arts and Intensive Reading. Contributing factors include the following: The data component that showed the greatest decline for the prior school year (2021-2022) 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 ELA FSA. Factors that contributed to the decline include a change in curriculum material and reliability for regular formative assessments in the ELA and Standards alignment of students' prior year of instruction in ELA, due to the pandemic adjustments.

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

The data component that showed the greatest decline for the prior school year (2021-2022) is in the reporting category of ELA. In this arena Crystal Lake Middle School dropped 19 percentage points. This covered the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and language and editing.

**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 contributed to the decline include a change in curriculum resources for Language Arts and Reading. As well as a change to the BEST standards. Additionally, 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 2022 state assessments, showed the most improvement?**

The data component that showed the most improvement was the Mathematics. Actions that the school to improve in this area as the following: 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 levels 1 or level 2 students (not proficient) and ranked w/in 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.

### **Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on our 2020-2021 FSA scores, our major focus is on Mathematics. Our Math Learning Gains increased from 17% to 51%, exceeding our by 4%. Our Math lowest quartile, which includes our ESSA subgroups, increased from 19% to 51%, exceeding our school's goal. Although some progress was made, our lowest quartile of students still remain 6% percentage points below the state average.

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

By June 2023, CLMS's lowest quartile of students will increase an additional 6% percentage points from 51% to 57% in Math and our Math Learning Gains will increase from 51% to 57%.

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

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:**

Kurt McNabb (kurt.mcnabb@browardschools.com)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

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:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for**

The rationale for selecting this strategy is based on teacher observational data from the 2021-2022 school year utilizing the Marzano Protocol instrument, the (IPG) from Achieve the Core

**selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 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 FAST assessment platform for all available students to monitor at 3 interim checkpoints to assess learning gains and progress for all learners

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

**#2. ESSA Subgroup specifically relating to English Language Learners****Area of Focus  
Description  
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the results of the 2021-2022 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:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The percentage of ELL students scoring proficient or higher in core content areas will increase by 8 percent in ELA achievement and 8 percent in Math Achievement by the end of June 2023, as measured by the Florida Assessment of Student Thinking.

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

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:**

Kurt McNabb (kurt.mcnabb@browardschools.com)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

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:  
Explain the**

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.

**rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 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** Kurt McNabb (kurt.mcnabb@browardschools.com)

**#3. ESSA Subgroup specifically relating to Students with Disabilities****Area of Focus  
Description  
and Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Based on the results of the 2021-2022 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:  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The percentage of ESLS students scoring proficient, or higher, in core content areas will increase by 10 percent by the end of May 2023, as measured by the Florida Assessment of Student Thinking Florida Standard Alternative Assessment.

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

The area of focus will be monitored utilizing domain-based common assessments in conjunction with the FAST PM1. Teachers will participate in collaborative data conversations with the administrator, grade level teams, department head, academics division coach and will receive 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](mailto:julie.franciosi@browardschools.com))

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

Strategies that will be used to improve students' outcomes 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:  
Explain the**

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.



**rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 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** Julie Franciosi-Jackson (julie.franciosi@browardschools.com)

**#4. ESSA Subgroup specifically relating to Economically Disadvantaged****Area of Focus  
Description  
and Rationale:**

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

Over the last two years, student achievement of the economically disadvantaged has not shown significant achievement in ELA or Math: 2022(ELA) -32% & 2021(ELA) - 34%, 2022(MA) - 28% & 2021(MA) -21%.

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

By June 2023, CLMS's economically disadvantaged students will increase an additional 8 percentage points from 32% to 40% in ELA achievement and our Math Achievement will increase from 28% to 36%.

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

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 the administrator, grade level teams, department head, academics division coach and will be provided 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:**

Nina Rickett McWhorter (nina.rickett@browardschools.com)

**Evidence-based Strategy:  
Describe the evidence-based strategy being implemented for this Area of Focus.**

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:  
Explain the**

The rationale for selecting this strategy is based on teacher observational data from the 2021-2022 school year utilizing the Marzano protocol instrument, (IPG) from the Achieve the Core.

**rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

#### **Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 by FAST, PM1, PM2 & PM3 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****Description and****Rationale:**

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

Based on our 2021-2022 FSA scores in ELA, CLMS averaged an 8 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.

**Measurable****Outcome:**

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

By June 2023, CLMS will increase in ELA achievement an additional 8 percentage points from 35% to 43% and an additional 8 percentage points in ELA learning gains will increase from 45% to 53%.

**Monitoring:**

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

The area of focus will be monitored utilizing domain based common assessments in conjunction with the FAST PM1. 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:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

FAST Progress Monitoring and teacher observation are used to monitor individual and grade level progress. CFA's based on LAFS clusters and text-based writing assessments 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:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The rationale for selecting this strategy is based on teacher observational data from the 2021-2022 school year utilizing the Marzano protocol instrument, Instructional Practice Guide(IPG) from Achieve the Core.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Small group instruction, including stations
2. Pullouts for Tier 3
3. Read 180 & System 44
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. FAST Progress Monitoring to guide instruction

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

### **Positive Culture & Environment**

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

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

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 in all classes as well as CHAMPS 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 school culture and environment.**

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.