Crystal Lake Middle School

2023-24

Schoolwide Improvement Plan (SIP)

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Crystal Lake Middle School

3551 NE 3RD AVE, Pompano Beach, FL 33064

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Crystal 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. All students will be able to read, write, listen, speak and think critically for college, career, and life.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Harris, Valerie	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. It is also the responsibility of the Principal to develop and maintain positive school/community relations by promoting/marketing the school and its priorities to the community served and to provide the 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. Lastly, to communicate school information, goals, student learning, and behavior expectations to all stakeholder groups.
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

Name	Position Title	Job Duties and Responsibilities
		material resources, including time and space, available for a successful and safe school program for students, staff and community.
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.
Marsh- Virgo, Julie	Instructional 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.

Name	Position Title	Job Duties and Responsibilities
Brown, Charlene	School Counselor	Conduct weekly meetings with the school counselors and occupational specialists. Develop & implement an effective MTSS cycle that will guide & assist teachers to support the increase in overall student achievement. In addition, the school counselor(s) will attend monthly guidance directors' meetings, coordinate to provide the school level pupil personnel services with community services, provide academic, emotional & behavioral support, coordinate the school standardized testing program, supervise the orientation program for new students, conduct & monitor school surveys, graduation requirements and articulation programs, etc.
Wright, Jannelle	Magnet Coordinator	Prepares notices, documents, and other communication to promote the interests of magnet students and programs that include Environmental Sciences, World Languages & Aviaition. Visits feeder schools to recruit and promote the Magnet Programs. Conducts & oversees school tours for prospective students and parents. Coordinates the identification and recruitment of eligible students for the Magnet Programs.
Joseph, Elisabeth	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.
Rowe, Tawanna	SAC Member	The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities.
Shortridge, Samantha	Other	Responsibilities include providing support to schools to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, statewide assessments, and accountability systems. Specialists assist schools in demonstrating full and satisfactory implementation of the Individuals with Disabilities Education Act (IDEA) and implementing the Elementary and Secondary Education Act (ESEA) requirements. Specialists provide leadership in the development and implementation of the ESE Strategic Plan that is aligned to the District's Strategic Plan. Individual specialists may be responsible for the implementation of Department of Education grants, e.g., Florida Inclusion Network (FIN), etc...

Stakeholder Involvement and SIP Development

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

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

1. School Leadership Team: The school leadership team, which includes the principal, assistant principals, department heads, and other administrative staff, is responsible for leading the SIP

development process. They are tasked with engaging other stakeholders and facilitating their participation. The team should establish clear communication channels to gather input from various stakeholders throughout the process.

2. Teachers and School Staff: Teachers and school staff are essential stakeholders as they have firsthand experience and knowledge of the school's strengths, weaknesses, and areas for improvement. Their input can provide valuable insights into instructional practices, curriculum development, professional development needs, and student support services. To involve teachers and staff in the SIP development process, surveys, focus groups, or individual meetings can be conducted to gather their feedback and suggestions.

3. Parents: Parents are critical stakeholders in the SIP development process as they have a vested interest in their children's education. Schools can involve parents by organizing parent-teacher association meetings, town hall sessions, or workshops specifically designed to gather their input. Surveys or questionnaires can also be distributed to parents to collect their thoughts on various aspects of the school's performance and areas for improvement.

4. Students: In secondary schools, involving students in the SIP development process is mandatory. Students' perspectives are valuable as they directly experience the teaching and learning environment. Schools can engage students through student councils or representative bodies to ensure their voices are heard. Focus groups or structured discussions can be organized to gather student input on issues such as curriculum, extracurricular activities, and school climate.

5. Families: In addition to parents, involving other family members in the SIP development process can provide a broader perspective on the needs and aspirations of students. Schools can reach out to families through newsletters, family engagement events, or parent-teacher conferences to gather their input. It is important to consider the diverse backgrounds and cultures of families to ensure inclusivity in the planning process.

6. Business or Community Leaders: Engaging business or community leaders in the SIP development process can foster partnerships and leverage external resources for school improvement efforts. These stakeholders can provide insights into workforce needs, career readiness programs, and community engagement initiatives. Schools can invite business leaders to participate in advisory boards or hold meetings specifically focused on gathering their input.

Throughout the SIP development process, the input from stakeholders should be carefully considered and analyzed. The school leadership team should review and synthesize the feedback received from various stakeholders to identify common themes, priorities, and areas of consensus. This information should then be used to inform the goals, strategies, and action steps outlined in the SIP.

By involving stakeholders in the SIP development process, schools can ensure that the plan reflects a shared vision for improvement and addresses the needs of all members of the school community. This collaborative approach fosters ownership and commitment among stakeholders, increasing the likelihood of successful implementation and positive outcomes.

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

The monitoring of the School Improvement Plan (SIP) is crucial to ensure its effective implementation and measure its impact on increasing student achievement in meeting the State's academic standards.

This monitoring process is especially important for addressing the achievement gap among students, particularly those who are most affected by it.

To regularly monitor the SIP, a comprehensive and systematic approach should be adopted. The following steps can be taken to ensure effective monitoring:

1. Establishing clear goals and objectives: The SIP should have specific, measurable, achievable, relevant, and time-bound (SMART) goals that align with the State's academic standards. These goals should address the needs of all students, including those with the greatest achievement gap. By clearly defining the desired outcomes, it becomes easier to monitor progress towards achieving them.

2. Collecting and analyzing data: Regular data collection is essential to monitor the implementation of the SIP and assess its impact on student achievement. This includes both quantitative data (such as standardized test scores, attendance rates, graduation rates) and qualitative data (such as classroom observations, student surveys). By analyzing this data, educators can identify trends, patterns, and areas of improvement.

3. Using multiple measures: It is important to use a variety of measures to assess student achievement and progress. Relying solely on standardized test scores may not provide a comprehensive picture of student performance. Other measures such as formative assessments, portfolios, projects, and teacher evaluations can provide valuable insights into student learning and growth.

In addition, Monitoring the SIP allows for ongoing evaluation and adjustment of strategies based on the data collected. If certain interventions or approaches are not yielding the desired results, it may be necessary to modify or replace them with more effective alternatives. Flexibility and adaptability are key in ensuring that the SIP remains responsive to the changing needs of students.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C

	2018-19: C
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	107	126	142	375
One or more suspensions	0	0	0	0	0	0	99	105	96	300
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	8	12	3	23
Course failure in Math	0	0	0	0	0	0	4	8	3	15
Level 1 on statewide ELA assessment	0	0	0	0	0	0	152	168	177	497
Level 1 on statewide Math assessment	0	0	0	0	0	0	151	156	179	486
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	117	107	225

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	169	200	210	579

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

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

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	34	40	42	116
One or more suspensions	0	0	0	0	0	0	17	31	16	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	125	186	420
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	165	188	474
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	88	84	106	278

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

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

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	34	40	42	116
One or more suspensions	0	0	0	0	0	0	17	31	16	64
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	109	125	186	420
Level 1 on statewide Math assessment	0	0	0	0	0	0	121	165	188	474
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	88	84	106	278

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	53	49	35	54	50	39		
ELA Learning Gains				45			37		
ELA Lowest 25th Percentile				32			24		
Math Achievement*	33	56	56	31	41	36	25		
Math Learning Gains				51			17		
Math Lowest 25th Percentile				51			19		
Science Achievement*	28	50	49	35	52	53	36		
Social Studies Achievement*	43	67	68	50	63	58	44		
Middle School Acceleration	64	70	73	76	51	49	54		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	27	42	40	33	74	76	15		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	229
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	4	4
ELL	28	Yes	4	1
AMI				
ASN				
BLK	38	Yes	4	
HSP	38	Yes	1	
MUL	34	Yes	1	
PAC				
WHT	54			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	36	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	3	3
ELL	37	Yes	3	
AMI				
ASN	75			
BLK	38	Yes	3	
HSP	45			
MUL				
PAC				
WHT	69			
FRL	43			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	34			33			28	43	64			27
SWD	15			14			14	13			4	
ELL	22			22			12	35	52		6	27
AMI												
ASN												
BLK	30			30			22	42	62		6	41
HSP	35			33			32	39	65		6	24
MUL	42			25							2	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	60			54			47	77	73		6	15
FRL	31			31			28	39	63		6	24

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	35	45	32	31	51	51	35	50	76			33
SWD	12	36	33	10	41	48	12	20				
ELL	24	39	29	23	49	54	19	41	61			33
AMI												
ASN	80			70								
BLK	28	41	31	22	46	48	21	43	71			33
HSP	37	45	33	35	53	53	35	56	75			30
MUL												
PAC												
WHT	63	65		65	65		72	71	83			
FRL	32	44	32	28	48	47	30	48	75			48

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	39	37	24	25	17	19	36	44	54			15
SWD	18	26	23	13	22	20	27	40				
ELL	27	31	25	19	20	23	17	38	48			15
AMI												
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							
PAC												
WHT	79	58		62	27		74	63	63			
FRL	34	34	24	21	16	18	30	37	53			

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	29%	49%	-20%	47%	-18%
08	2023 - Spring	31%	49%	-18%	47%	-16%
06	2023 - Spring	29%	50%	-21%	47%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	30%	54%	-24%	54%	-24%
07	2023 - Spring	27%	51%	-24%	48%	-21%
08	2023 - Spring	19%	46%	-27%	55%	-36%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	22%	38%	-16%	44%	-22%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	48%	19%	50%	17%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	78%	46%	32%	48%	30%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	68%	63%	5%	63%	5%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	38%	64%	-26%	66%	-28%

III. Planning for Improvement

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

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

The F.A.S.T PM 3 data showed that only 30% of our students were proficient. Some contributing factors were absences, tardiness, lack of background knowledge ,vocabulary and comprehension skills. If students are habitually late or absent then they are missing important instruction that is taking place and that leads to poor student performance in school and on the assessments. With only 30% of our students proficient also shows that most students lack the background knowledge and vocabulary they needed to help them make meaning of the text and also to have a general idea of the topic.

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

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.
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 the 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.

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

The data component that showed the greatest gap when compared to the state average is once again the reporting category of ELA. In this arena, Crystal Lake Middle School scored 35%. This covered the areas of key ideas and details, craft and structure, integration of knowledge and ideas, and language and editing.

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.

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

The data component that showed the most improvement was 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 the 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, and strategies to impact these learners as many of them are level 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.

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

High percentage Level 1's on statewide ELA assessment
High percentage Level 1's on statewide Math assessment

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

1. Identifying Goals and Objectives based on a Needs Assessment & outlining specific action steps with the involvement of all stakeholders in the process,
2. 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.
3. Targeting subgroups such as SWD, ELL, ESLS, as well as economically disadvantaged students, which may include translation services, assistive devices, guidance counseling, tutoring opportunities
4.. Data chats for teachers w/admin & individual chats & goal setting for teachers with students, which will provide guidance on effective ways to gather, analyze, interpret data & provide data-driven instruction.
5. Professional Development for teachers to include: PBIS, MTSS/RtI, Iready, Progress Learning, CHAMPS - The proactive approach to classroom management. (Conversation, Help, Activity, Movement, Participation and Success), 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

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

#1. Instructional Practice specifically relating to Math

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

Based on 2022-2023 F.A.S.T scores, our major focus is on Mathematics. The F.A.S.T PM 3 data showed that only 31% of our students were proficient from grades 6 through 8. The Algebra E.O.C data showed students were 68% proficient. The Geometry E.O.C data showed students were 78% proficient. Mathematical mtrs and 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.

By June 2024, Crystal Lake Middle's Florida Assessment of Student Thinking math data will increase proficiency by 10%. Students in grade 6 to 8 will test at a 41% proficiency level. Algebra E.O.C scores will increase from 68% to 78%. Geometry E.O.C. scores will increase from 78% to 88% proficiency.

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

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 Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is based on teacher observational data from the 2022-2023 school year utilizing the Marzano Protocol instrument, the (IPG) from Achieve the Core.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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 access learning gains and progress for all learners
4. Implement newly learned strategies
5. Assess and revisit as needed

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

By When: Mid year , By Dec 2023; End of Year: By May 2024

#2. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-2023 F.A.S.T scores, our major focus for students with disabilities is on ELA. The F.A.S.T PM 3 data showed that only 25% of our students received a level 3 or higher. Best practices employed by both the general education teachers and support facilitators will be aimed at increasing mastery of curricular and instructional goals as measured by statewide assessments, demonstrated by learning gains for at least 70% of the SWD population.

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

During the 2023-2024 school year, at least 70% of our students with disabilities will improve in the area of ELA as measured by the administration of the FAAST PM 3, demonstrated by learning gains based on comparison between PM 1 and PM 3 data.

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

This area of focus will be monitored utilizing Read 180/System 44, i-Ready, and data retrieved from the FAAST PM 2. General education teachers and support facilitators will collaborate in ensuring evidence-based practices are consistently employed to increase student engagement and performance. Students will also be provided with extended opportunity to work on the targeted area via before and after-school tutoring, Saturday school, as well as Winter and Spring academy.

Person responsible for monitoring outcome:

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

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

Evidence-based interventions and strategies will include the daily utilization of the READ 180/System 44 software usage which is tailored to the specific needs of the student. Other best practices will include the use of graphic organizers to boost reading comprehension, repeated reading, question-answer relationship strategy (QAR), and self-monitoring comprehension strategies.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research has shown that these evidence-based interventions and strategies positively impact the reading comprehension of both students with and without disabilities.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Conduct reading diagnostic assessment of all students with disabilities
2. Identification of targeted students for intense intervention utilizing evidence-based interventions and strategies.
3. Collaboration between general education teachers and ESE support facilitators to create an effective push in/pull out model that best meets the needs of the students.
4. Assess and revisit as needed

Person Responsible: Julie Franciosi-Jackson (julie.franciosi@browardschools.com)

By When: Mid year : By Dec 2023; End of Year: By May 2024

#3. Instructional Practice specifically relating to ELA

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

Based on 2021-2022 FSA scores in ELA, Crystal Lake Middle School (CLMS) averaged an 8 percent increase in achievement and learning gains. Although there was growth in ELA, school performance is lagging behind 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 2024, Crystal Lake Middle School (CLMS) will attain a minimum of 40% proficiency in ELA PM3 FAST testing based on data gathered from PM1 and PM2 testing.

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 administrators, grade-level teams, department heads, academics division coaches and as-needed support for continuous improvement.

Person responsible for monitoring outcome:

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

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

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 Intervention:
Explain the rationale for selecting this specific strategy.

The rationale for selecting this strategy is based on teacher observational data from the 2022-2023 school year utilizing the Marzano protocol instrument, Instructional Practice Guide(IPG) from Achieve the Core.

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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

By When: Mid year: By Dec 2023; End of Year: By May 2024

#4. 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

By June 2024, 35% or higher of ELL students will score proficient in Math and ELA 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 administrators, grade-level teams, department heads, academics division coaches, 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 and Saturday school, which are designed to close achievement gaps and increase overall student achievement.

Person responsible for monitoring outcome:

Kurt McNabb (kurt.mcnabb@browardschools.com)

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

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 Intervention:
Explain the rationale for selecting this specific 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.

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

Tier 3 - Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

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)

By When: Mid Year: By Dec 2023; End of Year: By June 2024

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

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

Positive culture and environment is identified as a crucial need based on student suspension data. 22-23 school data results indicate that 99 students in 6th grade received one or more suspensions; 105 students in the 7th grade received one or more suspensions, and 96 or more students in the 8th grade received one or more suspensions. Further, although African American students comprise 553 students within the school, 927 referral issued were given to African-American students.

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

Referrals received by African-American students will decrease by a minimum of 5% by implementing the following:
1- Peer Counseling and Mentoring
2- Increased Club and Afterschool Activities that promote positive behavioral conduct and academic excellence
3- Engage Parents as partners through Weekly Virtual Parent Town Hall Meetings and monthly SAC and SAF meetings to inform parents about updates and resources to support their child be successful
4-Provide Personalization in Academic and Social and Emotional Learning
(PASL), opportunities for our students to connect and receive support in the areas of academic, behavioral and
social aspects of the whole scholar.

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

Monitoring will be done weekly during MTSS Meetings to determine student academic and behavioral growth and progress

Person responsible for monitoring outcome:

Charlene Brown (chrlene.brown@browardschools.com)

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

CHAMPS training is being implemented school-wide to align teacher practice in providing a positive, safe, and organized learning environment

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy was selected to reduce student referrals and suspension by affecting the location identified as the primary sites for misbehavior: classroom and hallways.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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

1. Conduct weekly training: PBIS strategies; RtI and MTSS Processes
2. Tier Liaison support new teachers in delivering classroom expectations (CHAMPS) and providing a nurturing, organized, and safe learning environment.

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

By When: August 28, 2023

1. Conduct weekly training: PBIS strategies; RtI and MTSS Processes
2. Tier Liaison support new teachers in delivering classroom expectations (CHAMPS) and providing a nurturing, organized, and safe learning environment.

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

By When: August 28, 2023

1. Conduct weekly training: PBIS strategies; RtI and MTSS Processes
2. Tier Liaison support new teachers in delivering classroom expectations (CHAMPS) and providing a nurturing, organized, and safe learning environment.

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

By When: Quarterly : August 28, 2023: Dec 2023; Feb 2024; May 2024

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

Weekly Virtual Parent Town Hall Meetings and monthly SAC and SAF meetings provide parents, students, and community members a collaborative recurring forum to review school improvement funding allocations and ensure resources are allocated based on needs.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically related to Reading/ELA

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Harris, Valerie, valerie.harris@browardschools.com

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

   ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

   ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

   ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

   ◦ Do the evidence-based practices/programs address the identified need?

   ◦ Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

   ◦ Literacy Leadership

   ◦ Literacy Coaching

   ◦ Assessment

   ◦ Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Harris, Valerie, valerie.harris@browardschools.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Information will be disseminated and made available to all stakeholders utilizing multiple methods including the school's website, School Advisory Committee Meetings, Weekly Parent Town Hall Meetings, Newsletter, Website, local organizations and business partners, and school events. Information will be posted in multiple locations throughout the school website to ensure that site visitors and stakeholders have many opportunities to access the material. It will appear under Committees, Parents and Students as well as on the School News links. During SAC meetings and parent orientations, parents will be directed to the information and copies will be made available in the event that anyone wishes to have a physical copy. Business partners will be asked to post the information in a location that is accessible to the public such as their website or announcement boards. In situations where a language other than English is needed, copies will be made available in multiple languages as required to ensure that all multi-lingual needs are satisfied. A copy will also be posted at the school's Welcome Center as well as the Guidance Office for easy access and availability.

The school's website is: https://www.browardschools.com/crystallake

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Crystal Lake Middle School supports all students, families and stakeholders to ensure that the mission of relevant, rigorous and authentic academic instruction is provided to all students ensuring a student body that is equipped with skills needed in the 21st Century global society. Positive relationships are developed and maintained with all students, parents, families and business partners. The development of a Parent and Family Engagement Plan (PFEP) outing the planning, review and implementation of all schoolwide programs is shared with all in an organized and timely manner. This plan is made available on the school's website as well as through the dissemination of physical copies in multiple languages to those requiring it. This is also made available through SAC, SAF, Parent Orientations and school-related activities such as Open House, Parent Academy, and Parent Showcase. Timing of parent events will be flexible to accommodate for parents with varying work schedules and family commitments. Staff will be trained on how to communicate effectively, implement programs and foster strong bonds between school and home. Parents will be invited and encouraged to participate in workshops focused on parenting skills, mental health and motivational issues. The development of the School-Parent Compact will also be made available in multiple languages. This compact will outline the shared responsibility between school, students and parents in ensuring high student academic rigor and performance.

The school's website is: https://www.browardschools.com/crystallake

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

Test results will be examined and analyzed to determine areas of academic needs and to devise an instructional plan to address the needs and promote growth and academic achievement. Educators will receive training on data analysis and how to translate the data into actionable steps for success. Highly qualified staff will be employed to offer high instructional plans before, during and after school. Instructional support professionals will facilitate this high quality of learning to support both classroom teachers as well as students. District personnel will be consulted and encouraged to provide support as necessary. The school principal and team leaders will meet regularly to monitor progress and address any needs or concerns of all. Specially designed PLCs/Staff Development trainings will be made available to ensure and develop a growth mindset and to plan highly structured instruction and student-centered projects. All educators will be directed to complete the BRIDGES Training so that expectations are met and policies are observed. Extended Learning Opportunities will be made available to students and may include instruction and tutoring after school and on weekends.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Identifying Common Goals: The first step in developing a coordinated plan is to identify common goals across different programs. This involves understanding the overarching objectives of each program and finding areas of alignment. For example, ESSA aims to improve educational outcomes for all students, while violence prevention programs seek to create safe learning environments. By identifying shared objectives such as student well-being and academic success, it becomes easier to integrate these programs into a cohesive plan. In addition, Coordinating services and resources also necessitates data sharing and analysis across various programs. This allows policymakers to identify gaps in services or duplication of efforts. For instance, by analyzing data on student performance from ESSA-supported programs alongside nutrition or housing program data, policymakers can gain insights into how these factors interact to impact student outcomes. This information can inform the development of targeted interventions that address multiple needs simultaneously.
Finally, developing a coordinated plan necessitates establishing mechanisms for monitoring and evaluating the effectiveness of integrated efforts. This involves setting clear performance indicators, collecting relevant data, and regularly assessing progress towards desired outcomes. By continuously monitoring the impact of coordinated services, policymakers can make informed decisions about program adjustments or resource reallocation.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas through a comprehensive approach that prioritizes the well-being and holistic development of students. These services are designed to address the diverse needs of students and provide them with the necessary support to thrive academically, emotionally, and socially.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

A schoolwide tiered model is an effective approach to prevent and address problem behavior in schools. This model is designed to provide a continuum of support and interventions to meet the diverse needs of students, including those with disabilities. It is often implemented in conjunction with early intervention services under the Individuals with Disabilities Education Act (IDEA) to ensure that all students receive appropriate support and interventions.
The implementation of a schoolwide tiered model involves several key components. These components include universal screening, evidence-based interventions, progress monitoring, data-based decision-making, and collaboration among staff members.
For students who require additional support beyond Tier 1 interventions, Tier 2 interventions are implemented. These interventions are targeted to specific groups of students who are at risk for problem behavior. They may involve small-group interventions, mentoring programs, or individualized behavior plans.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Professional learning opportunities provide educators with the knowledge, skills, and strategies necessary to improve their instructional practices. These activities can take various forms, including workshops, conferences, seminars, webinars, online courses, and collaborative learning communities.
The focus of professional learning may include subject-specific content knowledge, pedagogical techniques, assessment literacy, data analysis skills, technology integration, cultural competency, and classroom management strategies.
To effectively use data from academic assessments, educators need training on how to collect, analyze, interpret, and apply assessment results to inform instruction. This includes understanding different types of assessments (e.g., formative, summative), interpreting test scores and proficiency levels, identifying student strengths and weaknesses, and using data to differentiate instruction and target interventions.
Lastly, recruiting and retaining effective teachers in high-need subjects can be challenging. To address this issue, schools and districts implement various strategies such as targeted recruitment efforts, financial incentives, mentoring programs for new teachers, professional development opportunities tailored to subject-specific needs, and supportive working environments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Math	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	$0.00
		Total:	$0.00

Budget Approval

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

No