

# Crystal Lake Middle School



## Schoolwide Improvement Plan (SIP)

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## Crystal Lake Middle School

2410 CRYSTAL LAKE DR N, Lakeland, FL 33801

<http://www.polk-fl.net/clms>

### 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.

To provide an atmosphere conducive to maximizing each student's individual academic potential and positive self-esteem with support from parents, community, and business partners to help ensure a positive and safe culture.

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

To foster a safe and supportive learning environment where students have opportunities to engage in rigorous instruction. Prepare students for the real-world by offering instruction that is challenging, collaborative and creative in order to encourage student ownership of their learning. We strive to meet our students' social and emotional needs to support our students in achieving academic success.

### 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
Miranda, Sarah	Principal	
Brown, Mekeisha	Assistant Principal	
Cummings, Albert	Assistant Principal	
	Reading Coach	Literacy Coach

#### 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.

We meet monthly with our PTO and SAC members to determine the needs of the school. Students who are members of the student council meet monthly and discuss their needs with their sponsor who then shares information with the school's leadership team. Feedback from family night surveys also gives us an insight to focus areas within our campus community.

#### 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))

Progress of our School Improvement Plan will be monitored a few different ways. Once a month teachers will meet during their planning for a PLC with coaches and administrators. During this time, assessment data will be analyzed to determine students' level of mastery with state benchmarks. Weekly leadership team meetings will also be held to discuss academic data, discipline data, and students in our ESSA subgroups who fall below the 41% threshold. We will also discuss any changes that need to be made moving forward if it is determined that satisfactory progress towards our goals are not evident.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 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>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	71%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	CSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	Yes
<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 (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	167	149	168	484	
One or more suspensions	0	0	0	0	0	0	53	104	118	275	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	23	1	14	38	
Course failure in Math	0	0	0	0	0	0	23	8	6	37	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	118	158	160	436	
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	100	122	348	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	115	122	110	347	

**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	30	7	15	52	

**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	4	0	8	12
Students retained two or more times	0	0	0	0	0	0	4	1	9	14

#### **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	125	154	200	479	
One or more suspensions	0	0	0	0	0	0	149	148	151	448	
Course failure in ELA	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	0	0	2	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	155	160	436	
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	168	141	435	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	39	24	34	97	

**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	173	199	210	582	

**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	0	5	5
Students retained two or more times	0	0	0	0	0	0	6	7	5	18

**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	125	154	200	479	
One or more suspensions	0	0	0	0	0	0	149	148	151	448	
Course failure in ELA	0	0	0	0	0	0	0	1	1	2	
Course failure in Math	0	0	0	0	0	0	0	0	2	2	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	121	155	160	436	
Level 1 on statewide Math assessment	0	0	0	0	0	0	126	168	141	435	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	39	24	34	97	

**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	173	199	210	582	

**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	0	5	5
Students retained two or more times	0	0	0	0	0	0	6	7	5	18

**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*	29	36	49	29	40	50	28		
ELA Learning Gains				39			32		
ELA Lowest 25th Percentile				33			24		
Math Achievement*	30	40	56	30	34	36	28		
Math Learning Gains				39			31		
Math Lowest 25th Percentile				40			30		
Science Achievement*	28	34	49	32	40	53	32		
Social Studies Achievement*	59	66	68	52	49	58	58		
Middle School Acceleration	48	70	73	74	46	49	66		
Graduation Rate					36	49			
College and Career Acceleration					66	70			
ELP Progress	29	31	40	36	68	76	33		

\* 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)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	223
Total Components for the Federal Index	6
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	10
Percent Tested	98
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	18	Yes	4	4
ELL	24	Yes	4	1
AMI				
ASN				
BLK	27	Yes	4	1
HSP	33	Yes	2	
MUL	38	Yes	4	
PAC				
WHT	50			
FRL	34	Yes	2	

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	21	Yes	3	3
ELL	34	Yes	3	
AMI				
ASN	50			
BLK	39	Yes	3	
HSP	39	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%
MUL	28	Yes	3	1
PAC				
WHT	46			
FRL	38	Yes	1	

**Accountability Components by Subgroup**

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

**2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	29			30			28	59	48			29
SWD	11			12			16	31			5	20
ELL	15			25			14	35			5	29
AMI												
ASN												
BLK	23			22			18	45			4	
HSP	24			27			25	55	39		6	30
MUL	31			20			33	67			4	
PAC												
WHT	40			40			41	75	53		5	
FRL	27			26			23	56	46		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	29	39	33	30	39	40	32	52	74			36
SWD	9	24	24	11	23	29	13	27				29
ELL	17	32	30	18	36	36	17	45	71			36
AMI												
ASN	50											

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
BLK	23	37	42	19	33	43	22	39	90			
HSP	27	38	33	27	41	36	27	50	73			36
MUL	24	25		32	30							
PAC												
WHT	37	43	29	42	39	45	41	66	69			
FRL	25	37	31	27	37	38	27	50	71			38

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	28	32	24	28	31	30	32	58	66			33
SWD	7	15	9	7	18	17	6	31				
ELL	16	28	33	20	29	29	16	45				33
AMI												
ASN												
BLK	16	25	18	22	33	31	28	49	75			
HSP	24	31	30	19	27	29	22	46	58			33
MUL	39	43		26	33							
PAC												
WHT	39	38	24	41	34	29	44	73	69			
FRL	24	30	23	26	31	30	29	55	60			35

### 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	23%	36%	-13%	47%	-24%
08	2023 - Spring	31%	39%	-8%	47%	-16%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	22%	35%	-13%	47%	-25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	42%	38%	4%	54%	-12%
07	2023 - Spring	21%	35%	-14%	48%	-27%
08	2023 - Spring	25%	42%	-17%	55%	-30%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	27%	33%	-6%	44%	-17%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	55%	37%	18%	50%	5%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	91%	37%	54%	48%	43%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	57%	65%	-8%	66%	-9%

### 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.**

Our reading proficiency showed the lowest performance with 26% of our students scoring proficiency. This is a decrease compared to the previous year. Attendance played a big factor in our performance last year. More than 50% of students and teachers missed 10 or more days this past school year.

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

Our science proficiency showed the greatest decline. We decreased 5.1% from 32% to 27%. Two out of three Science teachers were new to 8th grade benchmarks.

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

Our science proficiency had the greatest decline and fell below the state average.

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

Our civics showed the greatest improvement. We increased 6.1% from 52% to 58% of our students scoring in the proficient range. We retained all of our social studies teachers from the year prior. Students also participated in a Civics boot camp prior to testing.

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

According to our Early Warning Systems data, our biggest areas of concerns are student attendance and students with suspensions. Both of these areas are correlated because when students are suspended, they aren't in attendance. 54% of our students attended school 90% of the time or less, while 48% of our students received one or more suspensions.

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

Increase ELA and Science proficiency  
Increase student performance on Math and ELA assessments  
Increase student attendance  
Decrease suspension days

#### **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 Benchmark-aligned Instruction****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.

Our first goal is to work to increase student proficiency on each of the benchmark assessments. As we continue with the state's BEST benchmarks, we will continue to focus our attention on delivering grade-level, benchmark-aligned instructions in all of our classrooms. Our reading proficiency showed a 2.6% decline between this year and last. Our math proficiency showed slight improvement, increasing 1.9%.

**Measurable Outcome:**

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

Our goal for this year is to increase the percentage of proficient students by at least 10% on each of the 23-24 FAST Spring assessments. Our ELA proficiency on the 2022-2023 was 26%, we would like to increase to 36%. Math was 32%, we would like to increase to 42%. Science was 27%, we would like to increase to 37%. Civics was 58%, we would like to increase to 68%. Acceleration was 60%, we would like to see an increase to 70%.

**Monitoring:**

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

- 1) We will utilize Qualtrics, the district's walkthrough tool to observe classrooms and collect data to determine whether or not classroom tasks and assessments align to the BEST benchmarks.
- 2) Leadership team will meet weekly and discuss each teacher's needs and progress towards fully aligned instruction.
- 3) Formative assessment data analyzed for students' progress toward meeting benchmarks. Teachers will start collecting formative assessment data to be analyzed and discussed at weekly PLC meetings. They will collect electronically on Schoology, McGraw Hill, and StudySync assignments. Any informal checks for understanding teachers will start to track on paper.

**Person responsible for monitoring outcome:**

Sarah Miranda (sarah.miranda@polk-fl.net)

**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.)

- 1) Collaborative planning teams will utilize the Learning Arc Framework during PLCs to guide lesson planning and delivery (Tier 1)
- 2) Students will be invited to extra opportunities such as extended learning after school and on Saturdays later in the school year to receive additional support with benchmark mastery.
- 3) Science teachers will plan collaboratively across grade levels to ensure that 8th grade students are being retaught the 6th and 7th grade standards. (Tier 1)
- 4) Students in 8th grade science have been scheduled with a co-teacher to assist with our ESE students who require additional accommodations. (Tier 2/3)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Using the Learning Arc Framework will help to deepen our teacher's understanding of the demands of the benchmarks. This will also give them the opportunity to plan for tasks and assessments that directly align to the benchmarks so students have more experience with work that will prepare them for the FAST assessment.

### **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.

Schedule and conduct calibration walks with the Leadership Team

**Person Responsible:** Sarah Miranda (sarah.miranda@polk-fl.net)

**By When:** Weekly beginning August 21st, 2023

Provide ongoing professional development to teachers and coaches on the use of the Learning Arc

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly beginning week of August 28, 2023

Extended Learning Options (after-school tutoring) will be offered to students to receive additional support with benchmark mastery.

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly beginning week of September 21st, 2023

Students scoring a 1 or 2 on the Spring ELA and Math assessments will receive additional support using Corrective Reading and Math180 curricula.

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Daily

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

While we have a strong focus on providing benchmark-aligned instruction to all of our students, we are going to increase support for targeted students who continue to have difficulty with achievement on the ELA and Math FAST assessments. By increasing the use of evidence-based intervention strategies, we will see an improvement on our students' assessments between the prior year and the upcoming year. We will specifically target our students in our ESSA subgroups who fall below the 41% threshold.

**Measurable Outcome:**

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

At least 41% students will make gains on the ELA assessment.

At least 41% students will make gains on the Math assessment.

**Monitoring:**

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

- 1) Interventionists will create a schedule that best maximizes support for students based on data.
- 2) Formative assessment data will be analyzed to determine if students are advancing towards individual and school goals. Teachers will start collecting formative assessment data to be analyzed and discussed at weekly PLC meetings. They will collect electronically on Schoology, McGraw Hill, and StudySync assignments. Any informal checks for understanding teachers will start to track on paper.
- 3) We will also use state Progress Monitoring on the FAST Assessments (PM1 and PM2), and quarterly assessment data to track students' progress throughout the school year.

**Person responsible for monitoring outcome:**

Mekeisha Brown (mekeisha.brown@polk-fl.net)

**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.)

- 1) Students scoring a level 1 or 2 on the ELA assessment will be placed in an Literacy Strategies course. Students in those courses will receive intervention using Corrective Reading materials and curriculum. (Tier 2)
- 2) Reading interventionist will provide pull out and push in support to students in reading classes. (Tier 2/3)
- 3) Reading Coach with the support of district Senior Coordinators of instruction will guide ELA teachers during planning using the Learning Arc Framework. (Tier 1)
- 4) Students scoring a level 1 on the Math assessment will be scheduled into a Foundational Skills math class and receive intervention using the Math180 program. (Tier 2/3)
- 5) Math interventionist will provide push in and pull out support to students math classrooms (Tier 2/3)
- 6) Math coach with the support of district Senior Coordinators of instruction will support Math teachers with planning using the Learning Arc Framework (Tier 1)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Math180 and Corrective Reading materials have been evaluated by the district for effectiveness in building foundational skills that our students need.

### 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.

Assist interventionists with creating schedule

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Beginning of September

Attend weekly PLC meetings, analyze progress monitoring data

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly starting week of August 28, 2023

Our SWD subgroup has performed under 32% for 3 consecutive years. Our inclusion teachers will be scheduled intentionally into core classes to best maximize support.

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly, shared in Leadership Meetings

Our ELL subgroup has performed under the 41% threshold for 3 consecutive years. Most of those same student will likely be represented in our Hispanic population, which has performed under the 41% threshold for 1 year. We will provide support to our ESOL classroom to help students with language acquisition and comprehension strategies. ELlevation resource will be used to support ELL students.

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly, and shared in leadership team meetings

Students in our Black and Multiracial subgroup have performed under 41% for 3 consecutive years. Students will receive small group and individual support from interventionists, success coach, and other staff as necessary to address academic concerns

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Daily, as needed.

Extended Learning Options (after-school tutoring) will be offered to students to receive additional support with benchmark mastery.

**Person Responsible:** Mekeisha Brown (mekeisha.brown@polk-fl.net)

**By When:** Weekly throughout the school year.

**#3. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

54% of our students attended school 90% of the time or less. 48% of our students received one or more suspensions. We will working towards creating a positive environment to keep students in class and encourage students to attend school.

**Measurable Outcome:**

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

Decrease total suspension days by 10% in order so see an increase of at least 65% of students attending school for at least 90% of the year.

**Monitoring:**

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

- 1) Discipline data will be pulled weekly and shared at leadership meetings.
- 2) Solicit feedback from truant students/families and address attendance barriers.

**Person responsible for monitoring outcome:**

Albert Cummings (albert.cummings@polk-fl.net)

**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.)

- 1) Behavior Interventionist and Student Success Coach will conduct Check-In/Check Out and mentoring with students who are frequently suspended (Tier 2/3)
- 2) Students will receive character education lessons (Tier 1/2)
- 3) Alternatives to suspensions, such as restorative justice practices, will be utilized (Tier 3)
- 4) PBIS will be used to incentivize students who attend school regularly (Tier 1)

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

- 1) Research shows that students who have positive relationships with adults on campus have higher achievement.
- 2) Restorative justice practices and character education provide opportunities for students to learn from their incidents and make better choices in the future vs. just receiving punitive consequences.
- 3) PBIS is shown to increase the frequency of positive behavior within students rather than focusing solely on negative interactions.

**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.

Oversee student discipline and create plan to use suspension alternatives

**Person Responsible:** Albert Cummings (albert.cummings@polk-fl.net)

**By When:** Daily

Facilitate PBIS meetings and incentives

**Person Responsible:** Albert Cummings (albert.cummings@polk-fl.net)

**By When:** Second Thursday of the month beginning September 14, 2023

Behavior Interventionist and Success Coach will work with students to implement restorative justice options.

**Person Responsible:** Albert Cummings (albert.cummings@polk-fl.net)

**By When:** Daily

Students will be given stamp cards each quarter. Students will have opportunities daily to earn stamps. How they earn stamps is determined by the area of greatest need according to discipline data. Students can redeem stamps for prizes weekly, at interim, and at the end of each quarter. The incentives increase as the quarter progresses.

**Person Responsible:** Albert Cummings (albert.cummings@polk-fl.net)

**By When:** Weekly, at the mid-point of each quarter, and at the end of each quarter.

### 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).

Funds are allocated using data to first determine where our greatest needs lie, whether it be personnel, materials, or additional resources. Once data is collected, needs are identified using the Comprehensive Needs Assessment (CNA). We also align our school needs with district and regional initiatives that are rolled out during the Summer Leadership Academy. We then use the resources that have been approved through the PURE process that provide effective interventions for our students then staff based on those needs.

## 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.

Our SIP information is made available to our families and stakeholders on our webpage (<https://clms.polkschoolsfl.com/titleone/>). We also host an annual Title I meeting. Throughout the year, we host family nights where information is shared with families and community members. During these meetings we share information about we use UniSIG and SWP funds to support the school and community.

**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))

We will continue to host family engagement nights and solicit feedback regarding strengths and areas of growth for the school. We will also keep families engaged by regularly posting to our social media sites and distributing newsletters. Conferences are held as necessary by parent request. Staff will communicate with families regarding their child's progress throughout the school year. Community partners and business owners are invited to participate in events such as Great American Teach-In.

Our Family Engagement plan is made readily available at <https://clms.polkschoolsfl.com/titleone/>.

**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)**

To strengthen academic programs at CLMS, we will employ the use of supplemental staff (coaches, interventionists, and paraprofessionals) to support classroom instructions. Students will also be given extended learning opportunities to attend after school tutoring and Saturday boot camps in the Spring.

**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))**

We have coordinated with High Schools so that students are aware of what career academy options are available to them post middle school. We have partnered with a local agency to provide KidPacks to our HEARTH students and students with nutritional needs.

#### **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))**

Students are able to meet with counselors during the day. The counselor will work with the student and their families to determine if they need additional support, from school mental health staff or resources to additional services in the community. We regularly refer our students to outside agencies such as the Sweet Center, Peace River, and the Bethany Center to name a few. Students also have opportunities available to them such as Drumbeat, to support with behavioral and emotional needs.

**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))**

Guidance counselors share information regarding different post secondary opportunities when they meet with students to discuss their interests and plans after middle school. Representatives from our local high school meet with students to discuss advanced options such as IB, Cambridge, or various career academies. We host an 8th grade night where families can learn more information about what high

school options are available to them. We host an annual Great American Teach-In event so students can hear about a wide variety of job and career options.

**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).**

As a whole school intervention, we utilize PBIS strategies. Data is discussed in meetings and from there, tier 2 and tier 3 needs are planned and implemented by members of the PBIS committee. Identified students (can be identified by staff or parent request) who struggle behaviorally or emotionally, are placed on our student services team (SST) and categorized based on severity. Students on the SST receive interventions from school mental health staff, behavior interventionist, success coach, deans, and other school staff as deemed appropriate.

**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))**

Teachers participate in weekly professional learning communities (PLCs), facilitated by admin and/or instructional coaches. During PLCs, data is analyzed and used to determine instructional needs. Allocated staff development days are used for professional development based on the needs of the staff and school. New teachers are assigned a campus induction coordinator to assist with the transition to the educational field and the school community. Our school also has a Teacher Engagement Ambassador to keep our staff up-to-date on district-offered professional learning opportunities and events.

**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))**

Not applicable

## 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: Benchmark-aligned Instruction				\$7,842.63
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5900	120	1501 - Crystal Lake Middle School	UniSIG		\$6,440.00
			<i>Notes: Classroom Teachers - Provide stipends to Teachers to provide supplemental after school, before school or Saturday tutoring</i>			
	5900	210	1501 - Crystal Lake Middle School	UniSIG		\$873.91
			<i>Notes: Retirement - 13.57% - Instructional personnel for extended learning</i>			
	5900	220	1501 - Crystal Lake Middle School	UniSIG		\$492.66

			<i>Notes: Social Security - 7.65% - Instructional personnel for extended learning</i>			
	5900	240	1501 - Crystal Lake Middle School	UniSIG		\$36.06
			<i>Notes: Workers Compensation -.56% - Instructional personnel for extended learning</i>			
<b>2</b>	<b>III.B.</b>	<b>Area of Focus: Instructional Practice: Intervention</b>				<b>\$83,829.67</b>
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	130	1501 - Crystal Lake Middle School	UniSIG	1.0	\$53,700.65
			<i>Notes: Other Certified Instructional Personnel - A School-based Reading Interventionist who works with small groups of students needing remediation.</i>			
	5100	210	1501 - Crystal Lake Middle School	UniSIG		\$7,287.18
			<i>Notes: Retirement - 13.57% - Instructional Personnel</i>			
	5100	220	1501 - Crystal Lake Middle School	UniSIG		\$4,108.10
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	5100	231	1501 - Crystal Lake Middle School	UniSIG		\$11,028.00
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	5100	232	1501 - Crystal Lake Middle School	UniSIG		\$21.60
			<i>Notes: Life Insurance - Instructional personnel</i>			
	5100	240	1501 - Crystal Lake Middle School	UniSIG		\$300.72
			<i>Notes: Workers Compensation - .56% - Instructional Personnel</i>			
	6400	160	1501 - Crystal Lake Middle School	UniSIG	0.05	\$3,433.00
			<i>Notes: Cost sharing- Senior Coordinator of Instruction - individual will support multiple schools focusing on student learning by providing support and assistance to teachers and school-based administration. Provides extensive support and coaching services related to content-area instruction.</i>			
	6400	210	1501 - Crystal Lake Middle School	UniSIG		\$476.34
			<i>Notes: Retirement - 13.57% - Instructional Personnel</i>			
	6400	220	1501 - Crystal Lake Middle School	UniSIG		\$268.53
			<i>Notes: Social Security -7.65% -Instructional personnel</i>			
	6400	231	1501 - Crystal Lake Middle School	UniSIG		\$551.40
			<i>Notes: Health and Hospitalization - Instructional Personnel</i>			
	6400	232	1501 - Crystal Lake Middle School	UniSIG		\$1.08
			<i>Notes: Life Insurance - Instructional personnel</i>			

	6400	240	1501 - Crystal Lake Middle School	UniSIG		\$19.66
			Notes: Workers Compensation - .56% - Instructional Personnel			
	5100	510	1501 - Crystal Lake Middle School	UniSIG		\$2,633.41
			Notes: Supplies - Instructional (pens, pencils, paper, folders, notebooks, calculators, math manipulatives, science supplies, classroom timers)			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
Total:						\$91,672.30

### Budget Approval

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

No