

Crystal Lake Middle School



2015-16 School Improvement Plan

Crystal Lake Middle School

2410 CRYSTAL LAKE DR N, Lakeland, FL 33801

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

84%

Alternative/ESE Center

No

Charter School

No

Minority

59%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide an atmosphere conducive to maximize 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

Crystal Lake Middle School seeks to provide an educational program meeting the needs of each unique individual by creating an environment that provides the opportunity for intellectual, aesthetic, physical, social, moral and emotional development. This will be accomplished through a STEM program of interdisciplinary and cooperative learning supported by up-to-date technology and an integrated curriculum focus. We will work together with students, parents, and the community to maintain a safe and positive learning environment. The staff will continue to provide individual students with the support and guidance necessary for success.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We celebrate our diverse cultures and populations through interactions and celebrations during our PRIDE (character development) program. This program builds relationships between teachers and students by allowing them to discuss and discover similarities and differences through many different scenarios and life situations. We also celebrate Hispanic heritage and Black history month.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school participates in the district mandated wellness lessons which includes topics such as bullying and drug education. These lessons provide students examples of how to talk to students and adults about their feelings and safety in order to provide an environment conducive to learning. We also have mini-lessons in our PRIDE curriculum where students learn and share issues on safety and respect. We also provide team meetings where students discuss school procedures and behavior expectations.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are using our Accountability Cards school-wide. This is a progressive discipline system where the students receive a card with 8 boxes with different consequences based on the infraction number. With this card, there is parent communication via signatures, phone calls, and conferences. After a student receives 8 discipline infraction marks, the student receives a referral which will result in discipline according to the procedures documented in the Code of Conduct.

Another behavioral system in place is our Check and Connect program. Check and Connect is a structured mentoring intervention to promote student success, engagement at school, with learning through relationship building and systematic use of data. The components of check and connect

consist of a mentor who works with students and families for a minimum of two years. The mentor conducts regular checks utilizing data schools already collect (attendance, grades, discipline) on the student. The mentor uses the data to deliver timely interventions to re-establish and maintain students' social and academic competencies while checking and focusing on school completion rather than drop out prevention.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Our school also utilizes the use of our 2 guidance counselors who provide counseling to students on bullying issues and mentoring for future careers. Our school psychologist who works closely with our Ps/Rtl team to provide multi-tier support services. The guidance counselors lead the parent-teacher conferences to ensure that the focus is on grades, social needs, and school and home needs. The administrative team has an open door policy which ensures that concerns are quickly addressed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Once a month the Leadership discusses the Early Warning signs to make sure we are providing the students with the assistance that they need. The data that the team discusses comes from IDEAS which contains: students with less than a 2.0 GPA, credits progress, more than 2 semester failing grades, more than 1 core class failing grade in 1st grading period, more than 1 core class failing grade in 2nd grading period, more than 1 core class failing grade in 3rd grading period, more than 1 core class failing grade in 4th grading period, students who are overage, students who are absent more than 10% of days, students who are tardy more than 20%, students with more than 3 days of ISS/OSS.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	84	82	74	240
One or more suspensions	45	38	28	111
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	144	132	109	385
Overage	24	19	7	50
Reading Level 1	85	80	72	237
Math Level 1	118	119	84	321

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	61	60	58	179

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Reading and Math Interventionists - CLMS has two reading and two math interventionists who push in to intensive reading and math classes and provide differentiated instruction which focuses on students' areas of weakness. The math interventionists will focus only on Level 1 students since these students will not take Intensive Math.

Literacy and Math Coach - CLMS has a literacy and a math coach who provide data and instructional coaching to all teachers.

Attendance Huddles - Guidance and Truancy Officer - Gail Kimsey - Our guidance counselors and our truancy officer meet with students with attendance issues biweekly to discuss strategies for success.

Accountability Card- In order to reduce the number of suspensions, the Accountability Card will allow for interventions to happen by teachers, deans and administrators before a Code of Conduct discipline is given.

Data Chats - failure of students in the LA and math courses - These are bi-weekly chats with teachers and weekly by the administrative team to ensure that all students are succeeding.

ESOL push in services - Our ESOL instructor pushes in to core content classes to ensure that students are receiving the appropriate services.

Achieve 3000 - All level 2 students will completed 2 articles a week on this Internet based leveled reading program where students read articles at their reading level and complete leveled activities to improve reading comprehension.

Progress Monitoring for all core content areas - 3 times a year students will take a progress monitoring test in reading, math, 8th grade science, and 7th grade civics to determine their progress in these courses and determine future course instruction to improve areas of weakness.

RtI/MTSS - Tier two and three interventions - These interventions are provided by reading and math interventionists as they assist lower level students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

CLMS communicates daily, weekly, and monthly with parents through Connect ED calls, the school website, staff webpages, a Facebook page, printed daily announcements, a monthly newsletter, and informational flyers. Some staff members also utilize web based programs such as Remind 101 and Dojo to inform parents of academic and behavior progress. Staff members also utilize a communication log where they document all communication between parents whether via phone, text, or email. Parent portal is also a tool parents can use to track attendance and grades. The students also complete grade logs in class in case the parents are not able to view Parent Portal. Students also write down their weekly in-class and homework in the school provided agenda in case they are absent.

CLMS also invites parents in to the school as approved volunteers. There are also monthly parent nights which focus on a specific content area where families can learn more about the content area

as well as meet other families in a fun, academic setting. Before these parent nights, there are PTO meetings where parents can take on a more active role in activities taking place at our school. There are also monthly SAC meetings where parents are invited to participate in discussions regarding school data, events, and student progress.

In order to provide more directed instruction, CLMS offers tutoring before school and on Saturdays in the Spring semester.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

CLMS works closely with local businesses and organizations in order to procure resources to support the school and student achievement. All members of our staff work to build these relationships. Currently, we are working with Carlos Martinez (University of Florida), Dustin Drawdy (Oak Ridge Fish Farms), Jonathan Foster (Fish Eye Fish Farms), and David Hoy (Shiner Shack) to raise and breed fish in our aquaculture program which will help sustain the program and provide our students with real-world experience.

Our 6th grade students participate in Junior Achievement in partnership with Southeastern University where the students visit the college campus for a shadow day.

Every year, our school welcomes guest speakers from our community for the Great American Teach-In where our students learn about different career opportunities.

The SAC and PTO are also vital links to our community. These members help provide guidance and assistance in completing projects that support our school and student achievement in the form of celebrations and school improvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cotter, Ronda	Principal
Jackson, Johnnie	Assistant Principal
Miller, Talley	Assistant Principal
Gillespie, Laura	Instructional Coach
Hillery, Sheila	Instructional Coach
Cantrell, Amanda	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Ronda Cotter, Principal - provides educational leadership, administers and directs all activities and functions of school. Leads all Leadership Meetings, facilitates ELA and Reading PLCs.

Johnnie Jackson, Assistant Principal of Curriculum, is the principal designee. He the facilitator for all Math and 6th grade science PLCs, schedules students and maintains a safe campus.

Talley Miller, Assistant Principal of Administration, is in charge of the Deans and assists with maintain a safe and secure building. She is the facilitator for Social Studies and 7th grade Science PLCs.

Laura Gillespie, Science Coach, facilitates science PLCs. She trains the teachers on effectively using

the 5 E model and supports anyway that they need.

Shelia Hillery, Math Coach, facilitates math PLCs. She trains the teachers on effectively using the 5 E model, differentiating instruction based on data, and supports them anyway that they need.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team meets once a week. During this time data, lesson plans, item specs, upcoming tests and critical needs are discussed. Each member is responsible for reporting out about their areas to the team during our weekly meetings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ronda Cotter	Principal
Sheila Hillery	Teacher
Shandale Terrell	Education Support Employee
Rex Perry	Business/Community
Mary Ann Provencher	Parent
Deborah Sanchious	Parent
Lisa Vasconellos	Parent
Silvette Reyes	Parent
Kevin Acevedo	Student
Johnnie Jackson	Education Support Employee
Amy Siegel	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

On October 4, 2015, our SAC will evaluate last year's SIP and make suggestions for this year's plan.

Development of this school improvement plan

On October 4, 2015, we will review this year's school improvement plan and make any revisions based on members input.

Preparation of the school's annual budget and plan

The district has not provided the funds as of this time. Once we do receive funds, we plan on using them for renting of Branscomb auditorium and purchasing of academic medals for our end of year awards ceremony.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

There were no allocated funds for SAC last year.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cantrell, Amanda	Instructional Coach
Kieffer, Rayna	Teacher, K-12
Cotter, Ronda	Principal

Duties

Describe how the LLT promotes literacy within the school

They will meet to discuss and make recommendations on how reading is incorporated within the school. Discussions will take place on how to make reading positive across the curriculum through the use of Voyager, Reading Advantage, Achieve 3000, and other motivational events such as our Reading Parent Night.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Every Tuesday, all teachers will meet during their planning period for PLC. During this time an agenda has been established to guide the teachers' work that is facilitated by an administrator or an instructional coach. Teachers have homework before this meeting session. Every Wednesday, teachers will meet to plan lessons for the following week. All teachers with the support of a coach or an administrator have developed a weekly calendar. From that calendar, teachers ensure that their lessons are prepared one week in advance.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We recruit teachers through our commitment to our STEM program. We then develop and retain these highly qualified, certified-in-field effective teachers by training them in our systemic reforms which includes PD on assessment (formative and summative), literacy throughout the curriculum, and data driven instruction.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Amanda Cantrell (Literacy Coach) and Rayna Kieffer (Reading Interventionist and Teacher Trainer) are the new teacher mentors. Administrators met with the new teachers for an orientation before school

started and provided the new teachers with a survival guide with pertinent information. They meet biweekly with the teachers to provide more information and to answer any questions. Each new teacher also has a mentor in their content area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our teachers follow the the learning schedules provided by the district which address the current Florida standards.

All math and language arts/reading teachers have received training in the new Florida Standards while social studies and science teachers have received training in the NGSSS. All the teachers are required to maintain a lesson plan notebook which contains weekly lesson plans on a lesson plan template that includes which standards are being addressed.

The training also includes analysis of the test design summary, course description, and test item specifications.

The teachers have unpacked the standards with their new textbook series in both math and language arts. The instruction is standards-based where the standards are the structure tool. The MAFS and LAFS gives the introduction, domain, cluster, and the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

We use progress monitoring (FAIR and district-provided assessments) and formative assessments to determine areas of student weaknesses. We then form small groups and provide differentiated instruction. The math and reading interventionists also push in to the intensive reading and math classes to provide more differentiated instruction.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 3,120

Students are provided Algebra I instruction.

Strategy Rationale

Many of our students arrive to school early and to maximize their learning potential, we provide them extra practice in these core areas.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jackson, Johnnie, johnnie.jackson@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The instructional coaches will give a pre-test to the students to determine areas of strengths and weaknesses. Every other week, data will be collected via on-going progress monitoring to determine areas of strengths and weaknesses.

Strategy: After School Program

Minutes added to school year: 3,120

After school tutoring is provided Monday through Thursday. Monday and Wednesday is ELA/ Reading help. Monday is also Science help. Wednesday is also Social Studies help. Tuesday and Thursday is Math help.

Strategy Rationale

Many students are lacking in basic skills. The afternoon assistance will better prepare them for the content that is taught in class.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Cotter, Ronda, ronda.cotter@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student performance on quarterly tests will be collected to determine the effectiveness of the strategy.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In the spring of the preceding year, we sent an invitation to all 5th graders in our feeder schools to attend our energy showcase where they would be provided with a tour of the school.

The 8th graders are visited by the guidance counselors of their zoned schools to assist them in completing their schedules.

College and Career Readiness**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

Students are provided the opportunity to take advanced classes for high school credit such as Algebra, Geometry, Earth Space Science, and Spanish.

We also partner with local fish farms to breed and raise fish in our aquaculture program. This partnership gives our students real-world experience with supply and demand and helps sustain our programs.

We invite community members to speak to our students every year during our Great American Teach In about their prospective careers.

Our 6th grade students visit Southeastern University through Junior Achievement for a college shadow day.

Our 8th grade students (235 students) attended the WE3 Expo to assist with student transitions and interests for high school.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Our students have the opportunity to take the following electives: Project Lead the Way, Robotics, Aquaculture, Agriculture, Veterinary Tech, Instructional Television.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

All of our classes this year will incorporate STEM themed lessons.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

All courses at CLMS incorporate Florida Standards which prepare students for career and college. These standards include writing, listening, reading, and speaking which are skills which will improve student readiness for the postsecondary level.

Needs Assessment**Problem Identification****Data to Support Problem Identification****Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Crystal Lake Middle School will provide professional development to assist all teachers with writing and implementing a goal-driven lesson plan to incorporate rigorous, relevant, and measurable tasks that align to the state's standards.

- G2.** Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Crystal Lake Middle School will provide professional development to assist all teachers with writing and implementing a goal-driven lesson plan to incorporate rigorous, relevant, and measurable tasks that align to the state's standards. 1a

G069133

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	55.0
FSA - Mathematics - Proficiency Rate	55.0
Science Proficiency District Assessment	55.0
Algebra I FSA EOC Pass Rate	90.0

Resources Available to Support the Goal 2

- Math and Reading Interventionists
- Math, Science and Reading Academic Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers lacking necessary skills

Plan to Monitor Progress Toward G1. 8

Administrators will review walkthrough, informal and formal data for Domain 2 in Journeys

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Journeys data in Domain 2

G2. Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback. 1a

G061897

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	
Algebra I EOC Pass Rate	65.0
Geometry EOC Pass Rate	100.0
Math Gains	51.0
Math Lowest 25% Gains	56.0
AMO Reading - All Students	
FSA - English Language Arts - Proficiency Rate	
ELA/Reading Gains	63.0
ELA/Reading Lowest 25% Gains	64.0
FCAT 2.0 Science Proficiency	40.0

Resources Available to Support the Goal 2

- Instructional Coaches
- Interventionists (Math and Reading)

Targeted Barriers to Achieving the Goal 3

- Understanding and implementing the Florida Standards

Plan to Monitor Progress Toward G2. 8

Throughout the year, formative assessments (biweekly and progress monitoring) and summative assessments will be collected and reviewed to determine progress toward our goal. These will be monitored by administrative walkthroughs, district walkthroughs, and DA walkthroughs.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Notes, Data, Next Steps Based on Data

Plan to Monitor Progress Toward G2. 8

The walkthrough data collected by state, district, and school personnel will increase in effectiveness.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/1/2015 to 5/30/2016

Evidence of Completion

Compiled Data from Instructional Review and Walkthrough Forms

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Crystal Lake Middle School will provide professional development to assist all teachers with writing and implementing a goal-driven lesson plan to incorporate rigorous, relevant, and measurable tasks that align to the state's standards. **1**

 G069133

G1.B1 Teachers lacking necessary skills **2**

 B179733

G1.B1.S1 To support lesson delivery through research-based instructional strategies. **4**

 S191028

Strategy Rationale

Ongoing PD for teachers is essential for understanding the state standards and best instructional practices.

Action Step 1 **5**

Develop continual PD focused on research based instructional strategies(check for understanding, HOT questions, DI and pacing) based on classroom walkthroughs

Person Responsible

Johnnie Jackson

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Agenda, Sign In Sheet, Lesson Plans, classroom evidence

Action Step 2 5

Coaching cycles based on data, observations and feedback.

Person Responsible

Ronda Cotter

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Coach's Log, Cycle documentation, Classroom observation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The principal and assistant principal will monitor PD through calendars, agendas and attending the PD provided

Person Responsible

Ronda Cotter

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

PD agendas, PD artifacts, Coach's log

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The principal and assistant principal will monitor the coaching calendar.

Person Responsible

Johnnie Jackson

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Coach's Log

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The principal and assistant principals will complete walkthroughs looking for effective instructional delivery.

Person Responsible

Ronda Cotter

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Classroom walkthroughs and Journeys Documentation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Principal and assistant principals will complete classroom walkthroughs looking specifically for implementation of focused PD. Information will be discussed during the leadership meeting and shared with coaches and interventionists.

Person Responsible

Ronda Cotter

Schedule

Monthly, from 9/7/2015 to 5/27/2016

Evidence of Completion

CWT data, meeting notes

G2. Crystal Lake Middle School will implement standard based instruction through structured support with ongoing monitoring and feedback. 1

G061897

G2.B1 Understanding and implementing the Florida Standards 2

B158522

G2.B1.S1 To develop a structure to support planning of standards-based instruction 4

S169971

Strategy Rationale

This ensures we are focused on specific standards, tasks are aligned, and instructional delivery is focused.

Action Step 1 5

This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)

Person Responsible

Ronda Cotter

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Co-Planning Agenda, Lesson Plan, Sign in sheet, Teacher Homework

Action Step 2 5

This step is to develop and implement an instructional framework for core content classes.

Person Responsible

Johnnie Jackson

Schedule

On 10/30/2015

Evidence of Completion

Instructional Framework

Action Step 3 5

This action step is to refine the planning template to reflect the instructional framework.

Person Responsible

Ronda Cotter

Schedule

On 9/4/2015

Evidence of Completion

Lesson Plan Template and Completed Lesson Plans

Action Step 4 5

This step is to communicate expectations regarding when to submit lesson plans with monitoring and feedback from administration.

Person Responsible

Johnnie Jackson

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Lesson Plan notebooks and PLC agendas

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

During weekly Leadership Meetings, PLC binders will be discussed.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Agendas and notes from Leadership Meetings and PLC notebooks

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administration will attend co-planning sessions.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Co-planning agenda and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The principal and assistant principals will review and provide feedback of lesson plans.

Person Responsible

Johnnie Jackson

Schedule

Weekly, from 8/31/2015 to 5/31/2016

Evidence of Completion

Minor concerns are verbally addressed with teacher; major concerns are written via email with immediate appropriate support.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The principal and assistant principals will complete classroom walkthroughs looking for planned standards-based instruction following the instructional framework.

Person Responsible

Ronda Cotter

Schedule

Daily, from 9/1/2015 to 3/1/2016

Evidence of Completion

Quantified Component for Classroom Walkthroughs and Journeys Documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The principal and assistant principals will meet to analyze the data obtained through the classroom walkthroughs.

Person Responsible

Ronda Cotter


Schedule

Weekly, from 9/14/2015 to 5/31/2016

Evidence of Completion

Notes from the Leadership Admin Team meetings, analysis of the data and the next steps.

G2.B1.S2 To develop a system to progress monitor students to ensure effective differentiation of instruction 4

 S169973

Strategy Rationale

This will increase rigor and student engagement which addresses the standards.

Action Step 1 5

This step is to implement and follow a common assessment calendar for all core content areas.

Person Responsible

Sheila Hillery

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Common Assessment Calendar, Common Assessments, Student Assessment Data

Action Step 2 5

This step is to model for teachers how to gather, analyze, and plan DI based on data.

Person Responsible

Sheila Hillery

Schedule

On 12/11/2015

Evidence of Completion

Common Assessment Data, Analysis of Data, and Planned DI (lesson plans), Classroom Walkthroughs, Sign-In Sheet

Action Step 3 5

This step is to embed data analysis in co-planning.

Person Responsible

Sheila Hillery

Schedule

Weekly, from 10/5/2015 to 5/31/2016

Evidence of Completion

Co-planning Agenda, Lesson Plans to include planned DI, Sign-In Sheet

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The coaches and department chairs will collect data from common assessments.

Person Responsible

Sheila Hillery

Schedule

Weekly, from 10/23/2015 to 5/31/2016

Evidence of Completion

Common Assessments and Data

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The principal and assistant principals will monitor the coaching calendar.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 10/23/2015 to 4/29/2016

Evidence of Completion

Notes in Coach's Log

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The principal, assistant principals, instructional coaches, and department chairs will review lesson plans for differentiated instruction.

Person Responsible

Ronda Cotter

Schedule

Weekly, from 9/15/2015 to 5/31/2016

Evidence of Completion

Feedback from lesson plans, meeting notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The principal and assistant principals will complete classroom walkthroughs looking for differentiated instruction.

Person Responsible

Ronda Cotter

Schedule

Daily, from 10/23/2015 to 5/6/2016

Evidence of Completion

Quantified Component for Classroom Walkthroughs & Journeys Documentation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Polk - 1501 - Crystal Lake Middle School - 2015-16 SIP

Crystal Lake Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)	Cotter, Ronda	8/31/2015	Co-Planning Agenda, Lesson Plan, Sign in sheet, Teacher Homework	5/31/2016 weekly
G2.B1.S2.A1	This step is to implement and follow a common assessment calendar for all core content areas.	Hillery, Sheila	9/1/2015	Common Assessment Calendar, Common Assessments, Student Assessment Data	5/31/2016 biweekly
G1.B1.S1.A1	Develop continual PD focused on research based instructional strategies(check for understanding, HOT questions, DI and pacing) based on classroom walkthroughs	Jackson, Johnnie	8/17/2015	Agenda, Sign In Sheet, Lesson Plans, classroom evidence	5/27/2016 monthly
G2.B1.S1.A2	This step is to develop and implement an instructional framework for core content classes.	Jackson, Johnnie	9/1/2015	Instructional Framework	10/30/2015 one-time
G2.B1.S2.A2	This step is to model for teachers how to gather, analyze, and plan DI based on data.	Hillery, Sheila	10/5/2015	Common Assessment Data, Analysis of Data, and Planned DI (lesson plans), Classroom Walkthroughs, Sign-In Sheet	12/11/2015 one-time
G1.B1.S1.A2	Coaching cycles based on data, observations and feedback.	Cotter, Ronda	9/7/2015	Coach's Log, Cycle documentation, Classroom observation	5/27/2016 biweekly
G2.B1.S1.A3	This action step is to refine the planning template to reflect the instructional framework.	Cotter, Ronda	8/3/2015	Lesson Plan Template and Completed Lesson Plans	9/4/2015 one-time
G2.B1.S2.A3	This step is to embed data analysis in co-planning.	Hillery, Sheila	10/5/2015	Co-planning Agenda, Lesson Plans to include planned DI, Sign-In Sheet	5/31/2016 weekly
G2.B1.S1.A4	This step is to communicate expectations regarding when to submit lesson plans with monitoring and feedback from administration.	Jackson, Johnnie	8/17/2015	Lesson Plan notebooks and PLC agendas	5/31/2016 weekly
G1.MA1	Administrators will review walkthrough, informal and formal data for Domain 2 in Journeys	Cotter, Ronda	9/7/2015	Journeys data in Domain 2	5/27/2016 monthly
G1.B1.S1.MA1	The principal and assistant principals will complete walkthroughs looking for effective instructional delivery.	Cotter, Ronda	9/7/2015	Classroom walkthroughs and Journeys Documentation	5/27/2016 biweekly
G1.B1.S1.MA4	Principal and assistant principals will complete classroom walkthroughs looking specifically for implementation of focused PD. Information will be discussed during the leadership meeting and shared with coaches and interventionists.	Cotter, Ronda	9/7/2015	CWT data, meeting notes	5/27/2016 monthly
G1.B1.S1.MA1	The principal and assistant principal will monitor PD through calendars, agendas and attending the PD provided	Cotter, Ronda	8/17/2015	PD agendas, PD artifacts, Coach's log	5/27/2016 biweekly
G1.B1.S1.MA2	The principal and assistant principal will monitor the coaching calendar.	Jackson, Johnnie	9/7/2015	Coach's Log	5/27/2016 biweekly
G2.MA1	Throughout the year, formative assessments (biweekly and progress monitoring) and summative assessments will be collected and reviewed to determine progress toward our goal. These will be monitored by administrative walkthroughs, district walkthroughs, and DA walkthroughs.	Cotter, Ronda	9/7/2015	Notes, Data, Next Steps Based on Data	5/31/2016 weekly
G2.MA2	The walkthrough data collected by state, district, and school personnel will increase in effectiveness.	Cotter, Ronda	9/1/2015	Compiled Data from Instructional Review and Walkthrough Forms	5/30/2016 weekly

Polk - 1501 - Crystal Lake Middle School - 2015-16 SIP
Crystal Lake Middle School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	The principal and assistant principals will complete classroom walkthroughs looking for planned standards-based instruction following the instructional framework.	Cotter, Ronda	9/1/2015	Quantified Component for Classroom Walkthroughs and Journeys Documentation	3/1/2016 daily
G2.B1.S1.MA5	The principal and assistant principals will meet to analyze the data obtained through the classroom walkthroughs.	Cotter, Ronda	9/14/2015	Notes from the Leadership Admin Team meetings, analysis of the data and the next steps.	5/31/2016 weekly
G2.B1.S1.MA1	During weekly Leadership Meetings, PLC binders will be discussed.	Cotter, Ronda	9/8/2015	Agendas and notes from Leadership Meetings and PLC notebooks	5/31/2016 weekly
G2.B1.S1.MA3	Administration will attend co-planning sessions.	Cotter, Ronda	9/1/2015	Co-planning agenda and notes	5/31/2016 weekly
G2.B1.S1.MA4	The principal and assistant principals will review and provide feedback of lesson plans.	Jackson, Johnnie	8/31/2015	Minor concerns are verbally addressed with teacher; major concerns are written via email with immediate appropriate support.	5/31/2016 weekly
G2.B1.S2.MA1	The principal and assistant principals will complete classroom walkthroughs looking for differentiated instruction.	Cotter, Ronda	10/23/2015	Quantified Component for Classroom Walkthroughs & Journeys Documentation	5/6/2016 daily
G2.B1.S2.MA1	The coaches and department chairs will collect data from common assessments.	Hillery, Sheila	10/23/2015	Common Assessments and Data	5/31/2016 weekly
G2.B1.S2.MA2	The principal and assistant principals will monitor the coaching calendar.	Cotter, Ronda	10/23/2015	Notes in Coach's Log	4/29/2016 weekly
G2.B1.S2.MA3	The principal, assistant principals, instructional coaches, and department chairs will review lesson plans for differentiated instruction.	Cotter, Ronda	9/15/2015	Feedback from lesson plans, meeting notes	5/31/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Crystal Lake Middle School will provide professional development to assist all teachers with writing and implementing a goal-driven lesson plan to incorporate rigorous, relevant, and measurable tasks that align to the state's standards.

G1.B1 Teachers lacking necessary skills

G1.B1.S1 To support lesson delivery through research-based instructional strategies.

PD Opportunity 1

Develop continual PD focused on research based instructional strategies(check for understanding, HOT questions, DI and pacing) based on classroom walkthroughs

Facilitator

Academic Coaches, Administrators

Participants

All teachers

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G2. Crystal Lake Middle School will implement standard based instruction through structured support with on-going monitoring and feedback.

G2.B1 Understanding and implementing the Florida Standards

G2.B1.S1 To develop a structure to support planning of standards-based instruction

PD Opportunity 1

This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)

Facilitator

All Instructional Coaches and Administrators

Participants

Content Area Teachers

Schedule

Weekly, from 8/31/2015 to 5/31/2016

G2.B1.S2 To develop a system to progress monitor students to ensure effective differentiation of instruction

PD Opportunity 1

This step is to model for teachers how to gather, analyze, and plan DI based on data.

Facilitator

Instructional Coaches

Participants

All Teachers

Schedule

On 12/11/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Develop continual PD focused on research based instructional strategies(check for understanding, HOT questions, DI and pacing) based on classroom walkthroughs	\$0.00
2	G1.B1.S1.A2	Coaching cycles based on data, observations and feedback.	\$0.00
3	G2.B1.S1.A1	This step is to implement a structure of common planning to include test item specifications, standards, learning maps, lesson plans, common assessments with agenda of specific steps and deliverables (lesson plan)	\$0.00
4	G2.B1.S1.A2	This step is to develop and implement an instructional framework for core content classes.	\$0.00
5	G2.B1.S1.A3	This action step is to refine the planning template to reflect the instructional framework.	\$0.00
6	G2.B1.S1.A4	This step is to communicate expectations regarding when to submit lesson plans with monitoring and feedback from administration.	\$0.00
7	G2.B1.S2.A1	This step is to implement and follow a common assessment calendar for all core content areas.	\$0.00
8	G2.B1.S2.A2	This step is to model for teachers how to gather, analyze, and plan DI based on data.	\$0.00
9	G2.B1.S2.A3	This step is to embed data analysis in co-planning.	\$0.00
Total:			\$0.00