

SCHOOL IMPROVEMENT PLAN

District: Polk

Principal Name: Christopher C. Canning

SAC Chair: David Bowden

Superintendent: Dr. Gail McKinzie

Date of School Board Approval: 11/18/08

"The mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students."

School at a Glance - 2008

AYP: Yes _____ No X Percentage 72%

School Grade: C

AYP Status: (Title I schools only)

_____ Not SINI

PREVENTIVE (First 4 years of NOT making AYP)

_____	SINI-1	Consequence:	Choice with Transfer, Supplemental Education Services
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____
<u>X</u>	SINI-2	Consequence:	Choice with Transfer, Supplemental Education Services
		Holding:	Yes _____ No <u>X</u>
		Subject:	Reading _____ Math _____
		Category:	<u>II</u>
_____	SINI-3	Consequence:	Choice with Transfer, Supplemental Education Services, Corrective Action
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____

CORRECTIVE (Failed to achieve AYP for 5 or more years)

_____	SINI-4	Consequence:	Choice with Transfer, Supplemental Education Services, Restructuring Planning
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____
_____	SINI-5	Consequence:	Choice with Transfer, Supplemental Education Services, Restructuring
		Holding:	Yes _____ No _____
		Subject:	Reading _____ Math _____
		Category:	_____

“Crystal Lake Middle School” – 2008-2009

KEY:

Holding = Maintain previous year's SINI status and level of NCLB consequences

SINI = Schools In Need of Improvement

Category = Level of action given based on SINI status, school grade, and AYP percentage

- I = A's, B's, C's and Ungraded Schools with at least 80% AYP criteria met
- II = Schools with less than 80% AYP criteria met, and all D's and F's

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**AYP
THREE-YEAR TREND**

READING at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	41	44	3	43	-1
White	46	49	3	51	2
Black	35	36	1	30	-6
Hispanic	30	34	4	32	-2
Asian					
Am. Indian					
Econ. Disadv.	37	41	4	42	1
ELL	16				
SWD	15	24	9	14	-10

MATH at Proficiency Level (AL 3.0 and above)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	39	38	-1	39	1
White	43	40	-3	49	9
Black	30	33	3	26	-7
Hispanic	33	35	2	22	-13
Asian					
Am. Indian					
Econ. Disadv.	36	35	-1	37	2
ELL	20				
SWD	17	19	2	15	-4

WRITING (Essay score of 3.0 and higher)

Subgroup	2006	2007	Change 06 to 07	2008	Change 07 to 08
Total	85	91	6	91	0
White	89	90	1	92	2
Black	84	90	6	91	1
Hispanic	78	89	11	84	-5
Asian					
Am. Indian					
Econ. Disadv.	87	89	2	89	0
ELL					
SWD	61	69	8		

“Crystal Lake Middle School” – 2008-2009

**SCHOOL GRADES
THREE-YEAR TREND**

READING

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	48	51	3	51	0
% Making Learning Gains*	64	56	-8	63	7
Learning Gains of Lowest 25%*	71	58	-13	76	18

MATH

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)	45	44	-1	45	1
% Making Learning Gains*	68	58	-10	68	10
Learning Gains of Lowest 25%*		65		67	2

WRITING (Essay score of 3.5 and higher)

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards	78	86	8	84	-2

SCIENCE

	2006	2007	Change 06 to 07	2008	Change 07 to 08
% Meeting High Standards (AL3 and above)		33		29	-4

***Ways to Make Learning Gains:**

Improve a level -when students improve their FCAT achievement level from one year to the next.

Maintain a level -when students maintain their achievement levels within 3, 4 or 5 from one year to the next.

One year's growth for AL 1 and 2 - when students demonstrate more than one year's growth within Levels 1 or 2, as measured by an increase in their FCAT developmental scores from one year to the next.

SCHOOL IMPROVEMENT PLAN

Vision/Mission/Belief Statements

Vision:

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 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.

Mission:

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.

Belief Statements:

We, the Crystal Lake Middle School teachers and staff, believe in high expectations for all our students. We will all work to ensure they receive the skills necessary to become responsible citizens. 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.

SCHOOL IMPROVEMENT PLAN School Profile/Demographics

School Profile/Demographics:

Our school’s population is currently 732 students (8/25/2008), and we are considered an urban school.

48.4% (354) students are White

28.4% (208) are Black

20.4% (149) are Hispanic

1.2% (9) are Asian

0.3% (2) is American Indian

1.4% (10) is Multiracial.

This brings our minority population to 51.6% (378).

12.7%, (93) of our students are classified as ESOL,

78% (594) of our students receive Free or Reduced Lunches.

21.6% (158) of Crystal Lake Middle students are designated ESE.

Our current Title I status is SINI 2, Preventative, Category I.

The school was built in 1964 in the southeast section of Lakeland, Florida. The campus consists of a main office building, a two story building housing sixth and seventh graders, an eight-room pod housing our eighth graders, a building for agriculture/art, ESE and shop/technology, media center, gymnasium, new cafeteria and music building.

CLMS is working on developing multiple community partners including Clara’s Restaurant, the First United Methodist Church, Florida Southern College (Department of Athletics), Fred’s Market Corporation, Heineken & Company, Joseph Motors, Inc., Lakeland Truck and Trailer, Reececliff Restaurant, S& L Restaurant, Sherman Auger and Southeastern University. The partners support the educational process by donating monies, time and personnel to our school. The SAC membership is composed of 36.67% community members. We are working on increasing that percentage to 51%.

Special programs offered at Crystal Lake Middles School include morning tutoring in Math, Reading and Science from 8:00 to 8:30 am Monday thru Friday. Our media center is available for silent reading Tuesday thru Thursday from 8:00 to 8:30 am. Starting at 8:30 students are provided individual tutoring through their first period teacher. Tutoring is provided by Title I through Supplemental Education Services for Level 1 and Level 2 students who are socio-economically disadvantaged. Extended Learning Program is provided each Saturday from December to March specializing in FCAT review in Reading, Math, Science and Writing.

The state average of absences for 21+ days for middle schools is 9.6%; the district average is 13.5%, while CLMS is 20.4%.

Our average class size for all core academic classes is 18.77.

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While the stability rate for the state is 93.6% and the district is 90.8%, it is 82.3% for Crystal Lake Middle School.

The following information is a report on our progress for the 2007-2008 school year according to the “State of Florida A+ Plan”:

- 84% of 8th Grade students scored a 3.5 or above on the FCAT Writing Assessment.
- 55% of our students scored a Level 1 or 2 on the FCAT Mathematics Assessment.
- 49% of our students scored Level 1 or 2 on the FCAT Reading Assessment.
- 45% of our students scored a 3 or above on the FCAT Mathematics Assessment.
- 32% of these students were in 6th Grade
- 35% of these students were in 7th Grade
- 46% of these students were in 8th Grade
- 51% of our students scored a 3 or above on the FCAT Reading Assessment.
- 44% of these students were in 6th Grade
- 46% of these students were in 7th Grade
- 33% of these students were in 8th Grade
- 80% of 8th Grade students scored a 3.5 or above on the FCAT Science Assessment.

Although Crystal Lake Middle School increased 32 points, the 7th Grade math scores dropped 3% and 8th Grade reading scores dropped 2%, which contributed to the school making a middle C grade. Our goals this year are to increase all academic scores, especially in the areas of math and reading, concentrating on ESE and ESOL student, plus making Adequate Yearly Progress.

At the end of the 2007-2008 school year 4.1% of CLMS students were retained including 8 students in sixth grade, 21 students in seventh grade, and 1 student in eighth grade out of a total of 732 students.

Primary feeder schools for Crystal Lake Middle are:

- Crystal Lake Elementary
- Oscar Pope Elementary
- Lime Street Elementary
- Combee Elementary
- Cleveland Court Elementary
- Carlton Palmore Elementary
- Valleyview Elementary
- Polk City Elementary
- Highland Grove Elementary

Quality Staff

Highly Qualified Certified Administrators:

List your school’s highly qualified administrators and briefly describe their credentials and experience with increasing student academic achievement.

Principal: **Christopher Canning**

Attended a state middle-school principal’s workshop for implementation of intensive reading

Implemented the following programs to increase student achievement:

- o Implemented the READ 180 program
- o Implemented school-wide use of SRA reading program
- o Building Bridges after-school program

Provided parent involvement through the Parent Involvement Teacher and programs at Crystal Lake Middle School

Obtained an increase interest from the community and business partners for Crystal Lake Middle School, including partnerships with Florida Southern College, Publix, and others

Implemented PRIDE to develop perseverance and responsibility through instruction and diversity to increase high expectations

Implemented the Read 180 program for all grades

Implemented Shoulders of Grants mentorship program with Southeastern University

Complete daily walk-throughs in classrooms to monitor academic instruction

Attend all learning communities to assist teachers with issues and concerns

Provided FISH! training for all teachers

Implemented the Positive Behavioral Support (PBS)

Provided Ruby Payne's Diversity training

Involved with School TurnAround for two years

7 years administrative experience

Bachelor of Science from Florida Southern College

Masters of Art from University of South Florida

Masters in Educational Leadership from Nova University

Assistant Principal for Administration: **Suzette Vertrees**

Oversee the safe and orderly environment of the school

Conduct fire and disaster drills regularly

Meet with teams to discuss discipline and safety issues

Conduct parent conferences with teams when discipline is an issue

Monitor classroom management methods used by teachers

Complete daily walk-throughs in classrooms to monitor academic instruction

Maintain accurate discipline records

Prepare and monitor duty roster throughout the year

Attend all learning communities to assist teachers with issues and concerns

Monitor discipline referrals to determine need for classroom management training

Attend disciplinary hearings

Monitor lunch and bus duty daily

Conduct bus evacuations regularly

Process discipline referrals

Monitor PRIDE portfolios

Developed guidelines for an alternative education program within the school

“Crystal Lake Middle School” – 2008-2009

Attend all learning communities to assist teachers with issues and concerns

Supervise the clerical and paraprofessional staff

Ensure the cleanliness of the school campus by conducting regular inspections

2 years administrative experience at a low performing school in which the following programs were implemented to improve student performance:

- o AIC-Academic Intervention Center

- o PRIDE

Bachelor of Science in Early Childhood – Southern Connecticut State University

Master of Science in Elementary Education – Southern Connecticut State University

Sixth Year Certificate in Educational Leadership – Southern Connecticut State University

Assistant Principal for Curriculum: **P. Tonnette Heineken**

Coordinates teacher training

Assists in the evaluation of the staff

Monitors lesson plans for the entire teaching staff

Responsible for monitoring Beginning Teacher Program and portfolios

Demonstrates best practices

Complete daily walk-throughs in classrooms to monitor academic instruction

Coordinates FCAT testing

Created a tutorial program before school

Purchases and monitors curriculum needs

Attend all learning communities to assist teachers with issues and concerns

Responsible for coordinating Extended Learning Program for grade forgiveness

Works with the School Advisory Council to assess school needs in order to develop the School Improvement Plan

Responsible for coordinating Extended Learning Program for grade forgiveness

Monitors, purchases, and inventories textbook and supplementary materials

Develops and updates Student Agenda/Handbook

Supervise the custodial staff

Responsible for FTE1

3 years administrative experience in a low performing school in which the following programs were implemented to improve student achievement:

- o SRA curriculum implemented throughout the reading curriculum.

- o COMPASS/Odyssey lab

- o Extended Learning Program

- o Read 180

- o Accelerated Reader

- o Kaplan

- o Kagan Cooperative Learning

- o Differentiated Instruction

Bachelor of Science from Southeastern College

Masters in Educational Leadership from Nova University

Recruitment/Retention of Highly Qualified Teachers:

Describe strategies to recruit and retain high-quality, highly qualified teachers to high-need academic areas and schools.

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Things the district is doing to support new teachers:

Teacher Induction Program Seminar (TIPS) – all teachers who are new to the district are required to attend TIPS. TIPS training includes instruction in the following topics:

- o The Effective Teacher (Accomplished Practices)
- o Classroom Management
- o Lesson Planning, Sunshine State Standards, Bloom’s Taxonomy
- o ESE and ESOL Accommodations
- o Ethics
- o Understanding the Framework of Poverty

First year teachers are required to attend two FLIGHT 1 follow-up sessions after they begin teaching in the classroom. FLIGHT 1 sessions are focused around a different topic each month. New teachers choose sessions according to interest and need. The sessions are structured in small discussion group format utilizing National Board Certified Teachers as the discussion leaders.

National Board Certified Teachers mentor new teachers at the school level on many different levels. Currently, Polk County has 195 National Board Certified Teachers who mentor.

New Employee Orientation (NEO) – all teachers who are new to the district are required to attend NEO. NEO includes information on topics such as payroll, insurance, sexual harassment, blood borne pathogens, Outlook, certification, etc.

Subject area review classes are offered for new teachers, who wish to pass a State of Florida subject area review test. Review classes are offered for the following tests: Elementary K-6, Social Studies, Science, and Math.

A General Knowledge Math Review class is offered for teachers who have difficulty passing the math portion of the General Knowledge Test.

“Wong Way” workshops are offered for new teachers who would like to engage in discussion centered on the Harry Wong, First Days of School videos.

Things the school is doing to support new teachers:

- Orient new teachers, without a Florida Educator Professional Certificate (e.g., PEC Program, ACE, etc.), to all program expectations and timelines within 20 days of identification. (This information is in the PEC Portfolio Packet.) This Orientation should be conducted only by the Principal or Assistant Principal.
- Communicate with the Reading/Mentor Coach (formerly called Reading Coach) related to the new teachers in our school. The Reading/Mentor Coach will be playing a significant role with new teachers in our school.
- Establish a plan for the initial observation of the new teacher using the QPOI (being revised) sometime during the first 30 days of student contact. Planning will include time for pre-conference, observation, and post-conference processes.

Things the district is doing to support and recruit teachers:

Teacher retention is a priority in the district. Professional development is provided throughout the district where best practices are modeled and discussed. Many of the activities are online; others are face-to-face. The district’s ESOL department is working with reading teachers through the 300-hour ESOL endorsement to become highly qualified through the REESOL endorsement option.

According to the 2006-07 NCLB SPAR report, the percentage of classes not taught by highly qualified teachers was 15.7% with 17.6% taught by out-of-field teachers. Crystal Lake Middle School strives to recruit teachers who are certified in their content areas. A nationwide search for highly qualified teachers is conducted by advertising our teaching vacancies on the Polk County School Board’s web site.

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Staff List:

Please attach a copy of your staff list in MS Word document. Include name, area of certification, endorsements, teaching assignment(s), type of certificate, and number of years teaching.

Teacher Name	Area(s) of Certification	Endorsement(s)	Teaching Assignment(s)	Type of Certificate	Number of Years of Teaching
BAKER, BETHANY	ENGLISH 6-12	READING	READING, 8	REGULAR	1
BARBER, CRAIG	ELEMENTARY ED K-6; ENGLISH 6-12		CRITICAL THINKING ITV, 6/7/8	REGULAR	4
BONNER, SHAWANDA	MIDDLE GRADES INTEGRATED; ESOL		LANGUAGE ARTS, 7	REGULAR	1
BOURGOIS, CHRISTOPHER	ELEMENTARY ED 1-6; ESOL		READING, 6	REGULAR	19
BRAIL, ISAAC	MIDDLE GRADES INTEGRATED; SOCIAL SCIENCE 6-12; ESE		ESE VE, INCLUSION 6/7/8 SOCIAL STUDIES	REGULAR	0
BRYANT-THIGPEN, ROBERTA	MIDDLE GRADES ENGLISH; GUIDANCE & COUUNSELING		GUIDANCE COUNSELOR, 6 & 8	REGULAR	3
BURGNER, DARRYL	SOCIAL SCIENCE 6-12; ESE		ESE VE, INCLUSION 6/7/8 SCIENCE	REGULAR	4
CANNING, CHRISTOPHER	BIOLOGY 6-12; PHYS ED K-8; PHYS ED 6-12; SCHOOL PRINCIPAL	ATHLETIC COACHING	PRINCIPAL, M/J	REGULAR	26
CASTLE, SHELLEY	EARLY CHILDHOOD ECUATION; EDUCATIONAL MEDIA SPECIALIST; ELEM ED 1-6; ESOL		MEDIA SPECIALIST	REGULAR	21
DAWSON, TENO	ESE	READING	Ese ve, SELF-CONTAINED, 6/7/8	TEMPORARY	3

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DONNELLY, EDWARD	ELEM ED K-6; ESOL; GEOGRAPHY 6-12; MENTALLY HANDICAPPED; ESE		ESE VE, SELF CONTAINED, 6/7/8	REGULAR	32
EARLS, KEITH	MIDDLE GRADES INTERGRADED		LANGUAGE ARTS, 8	TEMPORARY	2
ESTRADA, DANIEL	MIDDLE GRADES INTEGRATED		MATH, 6/8 READING, 6/8	TEMPORARY	0
FENDER, TRACY	MIDDLE GRADES INTEGRATED		SCIENCE, 6 & 7	REGULAR	3
FIELDS, TERESA	EDUCATIONAL LEADERSHIP; ESE		ESE VE, 6/7/8	REGULAR	8
FLANAGAN, ANNA	EDUCATIONAL MEDIA SPECIALIST; ELEM ED K-6; MIDDLE GRADES INTEGRATED; ESE	GIFTED	ESE GIFTED, 6/7/8	REGULAR	40
GERICS, JOSEPH	SOCIAL SCIENCE 6-12		GEOGRAPHY, 6/7 HISTORY, 8	REGULAR	2
GOMEZ, SARAH	MIDDLE GRADES ENGLISH 5-9; MIDDLE GRADES SOCIAL SCIENCE	READING	READING, 6	REGULAR	0
GOUGH, MOLLY	BIOLOGY 6-12		SCIENCE, 7	TEMPORARY	1
GRAUER, DANIEL	MIDDLE GRADES INTEGRATED		SCIENCE, 6	TEMPORARY	1
GRIGG, SAMANTHA	PHYSICAL EDUCATION K-12		PHYS ED, GIRLS 6/7/8	REGULAR	3
HAIDERMOTA, NICOLE	MIDDLE GRADES MATH 5-9		MATH, 6	REGULAR	0

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HEINEKEN, PATRICIA	EDUCATIONAL LEADERSHIP; ELEM ED 1-6		ASST PRIN CURRICULUM	REGULAR	10
HIGH, PAULA J	ELEMENTAR ED K-6; ESE		ESE VE, INCLUSION 6/7/8 MATH	REGULAR	6
HILLERY, SHEILA	MIDDLE GRADES MATH 5-9; ESE		MATH RESOURCE, TITLE 1 6/7/8	REGULAR	7
HOFFMAN, MELODIE	MUSIC K-12		ORCHESTRA, 6/7/8	REGULAR	20
HOLLAND, CYNTHIA	ELEM ED 1-6; ESOL K-12; MIDDLE GRADES INTEGRATED; PRIMAR ED K-3		SOCIAL STUDIES, 6	REGULAR	14
HUBER, STEPHANIE	ELEM ED K-6; MIDDLE GRADES INTEGRATED; ESE		ESE VE, SELF CONTAINED 6/7/8	REGULAR	3
JACKSON JR, JOHNNIE	ESE		ADMIN ASST, DEAN	REGULAR	8
JENNINGS, OLIVE M	VOC BUS DP (NON-DEGREE)		NETWORK MANAGER	TV	2
JOHNSON, VICTORIA	MIDDLE GRADES INTEGRATED		READING COACH	TEMPORARY	3
KATZ, JASON	PHYS ED K-8	ATHLETIC COACHING	PHYS ED, BOYS 6/7/8	REGULAR	8
KIEFFER, RAYNA	EDUCATION LEADERSHIP; ENGLISH 6-12		LANGUAGE ARTS, 6/7/8	REGULAR	0
LASSETER, MATTHEW	SOCIAL SCIENCE 6-12		HISTORY, 8	TEMPORARY	2
LEONARD, LAURIE	ECONOMICS 6- 12; ESE	READING	ESE INCLUSION, 6/7/8 READING	REGULAR	10

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MAGNESS, JERRY	MIDDLE GRADES MATH 5-9; PSYCHOLOGY 6-12		MATH, 8	REGULAR	12
MATANZO, CARMEN	MIDDLE GRADES ENGLISH 5-9;ESOL K-12; FOREIGN LANGUAGE ; SPANISH K-12	ESOL	ESOL, 6/7/8 SPANISH, 8	REGULAR	17
MCCARTHY, SARAH	MIDDLE GRADES INTEGRATED; SOCIAL SCIENCE 6-12		LANGUAGE ARTS, 6	REGULAR	0
MESSNER, KATHRYN	ENGLISH 6-12; SOCIAL SCIENCE 6-12		READING, 7	REGULAR	3
MORGAN, STEVE	ELEM ED K-6; MIDDLE GRADES INTEGRATED		READING, 6 READ 180, 8	REGULAR	4
MURPHY, E COLLEEN	ELEM ED 1-6; ESOL		READING, 7	REGULAR	27
NICHOLLS, IRIS	ELEM ED 1-6; ESOL; MIDDLE GRADES INTEGRATED		GEOGRAPHY, 7	REGULAR	19
RAMSEY, BEVERLY	GUIDANCE AND COUNSELING PK-12; HISTORY 6-12; OCCUPATIONAL SPECIALIST VOC	MIDDLE GRADES	GUIDANCE COUNSELOR, 7/ESE	REGULAR	34
ROBERTS, JENNIFER	MIDDLE GRADES MATH 5-9		MATH, 6	TEMPORARY	1
ROBINSON, LORENZO	MIDDLE GRADES MATH 5-9; ESE; BUSINESS ED 6-12;		MATH, 7	REGULAR	14
ROMANSKI, JENNIFER	MUSIC K-12		CHORUS, 6/7/8	REGULAR	1
ROQUE, NELSON	MUSIC K-12		BAND, 6/7/8		0
SCHMELZER, CHERI	ELEM ED 1-6; ELEM ED K-6; EMOTIONALLY HANDICAPPED K-12		ESE SELF CONTAINED, 6/7/8	REGULAR	30
SCHUH, MARK	COMPUTER SCIENCE K-12		COMPUTER ED, WHEEL, ROBOTICS, 6/7/8	REGULAR	9
SHWEIL,	ELEM ED K-6;		MATH, 7/8	REGULAR	3

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MAHAMMAD	ESOL; MIDDLE GRADES INTEGRATED		ALGEBRA, 8		
STEARNS, JEANNE	BIOLOGY 6-12; CHEMISTRY 6-12	MIDDLE GRADES	SCIENCE, 8	REGULAR	15
SUMMERS, JENNIFER	ELEM ED K-6; ENGLISH 6-12; MIDDLE GRADES MATH 5-9		MATH, 7	REGULAR	5
TALLEY, TRINA	MIDDLE GRADES MATH 5-9; ESE		TITLE ONE, PROGRAM FACILITATOR	REGULAR	7
TAYMAN, JILLIAN			PARENT INVOLVEMENT, TITLE 1		0
TERRELL, SHANDALE	PHYSICAL EDUCATION K-8		ADMIN ASST, DEAN	REGULAR	4
VERTREES, SUZETTE	EDUCATIONAL LEADERSHIP; ELEM ED K-6; ESE		ASST PRIN, ADMIN	REGULAR	16
WEST, GREGORY	MIDDLE GRADES GENERAL SCIENCE; AGRICULTURE 6-12	MIDDLE GRADES	AGRICULTURE, 6/7/8	REGULAR	24
WRIGHT, JUDY	BUSINESS EDUCATION 6-12		ISS, 6/7/8	REGULAR	27

SCHOOL IMPROVEMENT PLAN

Additional Requirements

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Please include other Title programs, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and/or job training, as applicable.

Crystal Lake Middle School has several programs, which coordinate with other state and federal dollars available and integrate federal and state programs so the school can meet state and NCLB requirements. Title II funds will be used in conjunction with Title I funds to provide substitutes for training and planning, purchase manuals, and train teachers in the Learning-Focused Solutions (LFS) model, which is proven to engage and accelerate students in order to increase student achievement. Title I funds will also provide after school tutoring (Supplemental Educational Services) for students on free or reduced lunch. State funds provide a career exploration and education planning EPEP course in 7th grade social studies and in 8th grade through guidance. A Violence Prevention program (SAVE) is provided by the district, along with Prevention, which included education on substance abuse, eating disorders, sexual diseases, and pregnancy. County deputies and nurses present these programs.

Schoolwide Improvement Model

Describe the evidence-based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

Brazosport’s Eight-Step Process is blended with the quality principles and Effective Schools research for middle schools, which are used as the Continuous Improvement Model for Crystal Lake Middle School. The Eight-Step Process consists of the following:

1. **Test Score Disaggregation** (Plan) – create a vision; use data to identify areas for improvement (student groups, teacher teams, academic teams)
2. **Timeline Development** (Plan) – build an instructional calendar that includes all standards assessed, additional time for areas where students are having trouble; allow for adjustments necessary to cover a target area; emphasis the essentials, collaborate, and disseminate
3. **Instructional Focus** (Do) – goals is mastery; ensure that classroom activities are focused and conducive to learning through highlighting the day’s focus, providing a warm-up with a review, focusing on new content; reinforcing newly learned concepts, surveying the results; use effective teaching strategies that include having consistent, high expectations, modeling the way to think about an issue, providing essential vocabulary as you teach math, reading, and writing, making learning real, using cooperative-learning techniques, incorporating drill, teaching test-taking strategies, celebrating mastery of skills and knowledge; get everyone involved; start early; solicit feedback from teachers; involve the students; revise activities as needed.
4. **Assessment** (Check) – administer assessment frequently; integrate assessments into the curriculum and instruction; align assessments with both the content areas of the instructional focus and the accountability standards; invest in commercial assessments; create teacher teams that meet frequently to review the results of the assessments.

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5. **Maintenance** (Check) – reinforce skills and knowledge that are taught until they become a permanent part of the student’s knowledge base; create maintenance periods that are one week in duration; administer preliminary and post-tests as part of maintenance activities; model what you want students to learn; make maintenance activities fun.
6. **Monitoring** (Check) – school principal assumes primary responsibility for monitoring program success by: scheduling classroom visits on a regular basis; scheduling one-on-one meetings with students and teacher to review test scores; organizing celebrations to recognize achievements and gains; meeting regularly with departments and teams to monitor student progress; using formal and informal surveys to assess process, school climate and stakeholder satisfaction.
7. **Tutorials and Enrichment** (Act) – allot quality team periods – a minimum of one each week – for teachers to assess progress and impediments to progress; build team time – one for tutorials and one for enrichment; assign team time for each student based on frequent assessment results; repackage tutorials as a positive way to achieve mastery; don’t sacrifice excellence for equity; use new materials for enrichment; encourage master students to go beyond; rotate staff between tutorials and mastery; involve parents whenever possible.

Crystal Lake Middle School has taken the disaggregated test data, offered appropriate classes for each student in each level, and provided rigorous, relevant learning. Kaplan tests are given to update the data in order to maintain pertinent and applicable education. Trainings in FCAT writing are given through Learning Communities to assist teachers in writing across the curriculum and testing purposes. Learning communities are scheduled every three weeks to discuss updated data and decide whether modifications are needed. Teachers are making a practice to teach from bell to bell, enabling them to provide significant curriculum to enhance student achievement. CRISS training has been provided to assist teachers with implementation of reading strategies within their curriculum. The Reading Coach, Math Resource Teacher, all curriculum chairpersons, and Administration meet with their teachers to train, update, obtain feedback, and assist whenever possible.

NCLB Public School Choice

Describe the process used to provide parents with written notification on the academic progress of their child's school in a format and language parents can easily understand.

Crystal Lake Middle School continually strives to improve communication with parents and to make them aware of their student’s progress. The following mechanisms are designed to keep our parents informed and involved:

Strive to provide Spanish newsletters and information when available

Interim reports every 4 ½ weeks

D/F reports as needed

COMPASS/Odyssey lab reports every 9 week period

Newsletters

PRIDE Open House

PRIDE portfolios signed weekly

Student grade logs signed weekly

Parent conferences

PINNACLE grading system access

Phone communication to inform of absences

Golden Binder Ceremonies to recognize positive student characteristics

PRIDE portfolio is used daily as a communication device

“Crystal Lake Middle School” – 2008-2009

Information on the school marquees
Individualized FCAT score reports
Student Success plans
IEP information
Parent information nights
Phone Tree to inform about school events
Parent Nights such as FCAT Nights, Elective Night, etc.

The PRIDE program incorporates the following:

6th Grade - "The 7 Habits of Highly Effective Teens" book

- Organizational Skills
- Setting and Achieving Goals
- Bullying
- Conflict Resolution (nine weeks)
- FCAT Reviews
- Careers (nine weeks)

7th Grade - "How Rude" book

- Organizational Skills
- Setting and Achieving Goals
- Bullying
- Conflict Resolution (nine weeks)
- FCAT Reviews
- Careers (nine weeks)

8th Grade - "Stay Strong" book

- Organizational Skills
- Setting and Achieving Goals
- Bullying
- Conflict Resolution (nine weeks)
- FCAT Reviews
- Careers (one semester)

Public School Choice Notice to Parents

Please attach a copy of the Public School Choice Notice to Parents in MS Word.doc format only.

SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

(863) 534-0500 • SUNCOM 515-1321

April 28, 2008

Dear Parent,

Your child is zoned for Crystal Lake Middle, which receives federal Title I funds to assist students in meeting state achievement standards. Last year, your child’s school did not meet these standards for the second year. This school has been identified as a *School in Need of Improvement*. This designation alone does not indicate a failing school, but provides a focus on areas for school improvement by principals, teachers, and parents.

What are your Choice options?

Under the federal No Child Left Behind (NCLB) law, when a school has been identified as a *School in Need of Improvement*, parents will have options for the following school year in 2008-2009:

- You may choose to have your child remain at the current school.
- If your child is eligible for free or reduced-priced lunch, you may choose for your child to remain at the current school and receive free tutoring “Supplemental Educational Services”. We will send you additional information about free tutoring during the summer, along with a separate application.
- You may choose to transfer your child to one of the schools listed below. If demand for transportation exceeds available funds, by law, transportation will be prioritized to the lowest achieving low-income students.

In the event Crystal Lake Middle meets the AYP standards once results are released, Supplemental Educational Services will not be offered.

If you want to transfer your child to another public school, your school options are as follows:

Lakeland Highland Middle	Grade “A” for 06-07	Met 90% of AYP standards for 06-07
Lake Gibson Middle	Grade “B” for 06-07	Met 79% of AYP standards for 06-07
Stambaugh Middle	Grade “C” for 06-07	Met 82% of AYP standards for 06-07

Your child’s school Grade “C” for 06-07 Met 72% of AYP standards for 06-07

For more information about your child’s school or other schools in the district, please contact the principal of the school or visit the Florida Department of Education’s website at <http://schoolgrades.fldoe.org>.

It’s up to you!

If you want your child to remain at Crystal Lake Middle, you do not need to complete this application or do anything further.

If you want your child to go to another school, please complete the attached application and return it to Title I Programs, P.O. Box 391, Bartow, FL 33831 by May 19, 2008. If you have questions or need help with this application, please contact Ava Brown (863-534-9241), Donna Ray (863-519-3602) or Cynthia Stybel (863-534-9242).

Sincerely,



Rhonda Ashley
Director, Federal Programs

Notification of SINI Status

Please attach a copy of the Notification of SINI Status to Parents in MS Word.doc format only.

SCHOOL BOARD OF POLK COUNTY

P.O. BOX 391
BARTOW, FLORIDA 33831

1915 SOUTH FLORAL AVENUE
BARTOW, FLORIDA 33830

(863) 534-0500 • SUNCOM 515-1321

September 2, 2008

Dear Parent,

Your child attends **Crystal Lake Middle School**, which receives federal Title I funds to assist students in meeting state achievement standards. Your child's school has not met these standards in **reading and math** for **three** consecutive years. This school has been identified as a *School in **Need of Improvement***.

What are we doing about it?

The Polk County School District is providing the following assistance and support to help the students at your child's school improve their academic achievement:

- Tutoring in the Odyssey Labs for reading, math, and science
- Intensive Reading and Intensive Math classes for designated students
- Pull-out classes for one-on-one and small group instruction
- Differentiated instruction in all classes to enhance reading, math and science skills
- Extended learning opportunities

What can you do?

You are very important to your child's education. We invite you to become more involved in your child's school by:

- Becoming a member of our PTO and School Advisory Committee
- Attend parent nights, parent/staff meetings and conferences
- Volunteer your time to assist teachers and staff with student and school activities
- Check your child's PRIDE binder each evening for pertinent information
- Assure your child is reading nightly

For more information about your child's school or other schools in the district, please contact **Chris Canning** at **(863) 499-2970** or visit the Florida Department of Education's website at <http://schoolgrades.fldoe.org>.

Information regarding your child's teacher and paraprofessional qualifications will be provided to you in a timely manner upon request.

You have the right to request the following information:

- Whether the teacher has met the state licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualifications of licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher and the field of discipline of the certification or degree.
- Whether your child is provided services by paraprofessionals, and, if so, their qualifications.

You will be notified in writing if your child has been assigned or has been taught for more than four consecutive weeks by a teacher who has not met the *No Child Left Behind* "highly qualified" criteria. The information regarding the qualifications of your child's teacher and/or classroom paraprofessionals may be obtained from your child's principal.

Please be assured that the Polk County School District is dedicated to providing your child a quality education.

Sincerely,

The Mission of Polk County Public Schools is to ensure rigorous, relevant learning experiences that result in high achievement for our students.

*Polk County Schools -
an equal opportunity
institution for education
and employment*

Gail F. McKinzie, Ph.D.
Superintendent

Preschool Transition (elementary schools only)

Describe the plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Teacher Mentoring

Describe your school’s Teacher Mentoring Program.

Ms. Vicki Johnson, the Reading/Mentor Coach, works with teachers on modeling Reading strategies for instruction. She provides on-going reading in-service trainings with all teachers, school-wide. She works with academic teams to plan instructional strategies appropriate to meet student needs and conferences with individual teachers to assist them in teaching their instructional goals. This mentoring began in August 2007 and will continue until the end of the 2008 school year. Her observations are provided to administration as one indicator as to whether or not more training and in-services need to be made available. When needs are determined, Creating Independence through Student-owned Strategies (CRISS) training is offered.

The Administrative Team meets with new teachers for an on-site orientation to guide them through the components of the new teacher certification process before school begins. For support in instructional and classroom management strategies, the Administrative Team monitors new teachers and provides weekly meetings. New teachers are coached throughout the year and monitored in order to receive feedback on activities and strategies. New teachers are provided opportunities to observe other teachers, receive guidance on their curriculum needs, and supply any requests they may have for materials and supplies. A faculty handbook is provided to all teachers and is reviewed with all new teachers by the Administrative Team. This unique atmosphere lends itself to coaching and mentoring opportunities. It is important to create an open environment with the new teachers so that they feel comfortable asking questions. The Administrative Team meets with the new teacher at least twice a month to discuss concerns and to review implementing strategies that may be of some benefit to the new teacher. All new teachers are walked through the enrollment process for follow-up FLIGHT trainings. The Administrative Team evaluates non-tenured teachers according to daily classroom walk-throughs as well as students’ results on progress monitoring assessments. Determination within the first 97 days of their employment will be made if there is a need to consider releasing them from their contract. Finally, the Administrative Team informs staff and encourages participation in district level trainings. All new teachers are walked through the enrollment process for follow-up FLIGHT trainings.

Teacher Mentoring List

Please attach a copy of the Teacher Mentoring List in MS Word .doc format only! [Mentor Name, Proven Student Achievement, Mentee Assigned, Planned Mentoring Activities]

Mentor Name	Proven Student Achievement	Mentee Assigned	Planned Mentoring Activities
Vicki Johnson	<ul style="list-style-type: none"> • 3 years classroom experience • Middle Grades Integrated Curriculum certification • 2 years Reading Coach 	Isaac Brail	<ul style="list-style-type: none"> • Weekly meetings • Monthly Highlights • Reading Strategies • Area of need • Individual support
		Daryl Burgner	
		Daniel Estrada	
		Sarah Gomez	
		Nichole Haidermota	
		Rayna Kieffer	
		Sarah McCarthy	
Nelson Roque			

Extended Learning Opportunities

Describe the programs that are provided before and after-school, during the summer, and during the extended school year.

We have taken the time to ensure that every student has been individually assessed as to the placement and level of their reading skills. In keeping with this philosophy, we created SRA leveled Corrective Reading classes to address these needs. The FCAT score reports were an essential element in assisting the determination of appropriate placement. Every student at Crystal Lake Middle has been placed in a reading class as well as their language arts class. In targeting the lowest 25% of these students in reading, all Level 1 and Level 2 students in 6th 7th and 8th grade have a 90-minute blocked reading class. The 8th Grade Level 2 students are provided with the READ 180 class, consisting of a 90-minute blocked schedule. The reading teachers are aggressive in diagnosing and assessing the needs of the students using SRI, SRA, FCAT, Kaplan, READ 180, and AR. In targeting the lowest 25% of our students in math, the Level 1 and Level 2 students have back-to-back Intensive Math classes. The math teachers are aggressively diagnosing and assessing the needs of the students using FCAT and Kaplan. Progress monitoring shall be the responsibility of the reading coach, teachers, and the assistant principals each nine weeks. Each student is expected to reach a Level 3 or higher.

The Reading Coach, Ms. Vicki Johnson, is a wonderful resource to provide curriculum support to all of the staff members as well as essential training in reading. Her teacher support, coaching, and modeling are based upon research-based strategies in which every teacher has been trained in usage. In addition to the ongoing training provided by our reading coach, we also provide Kaplan training through the district as well as by members of the Administrative Team. Kaplan is provided for all teachers as a tool to progress student achievement in Reading, Math, and 8th Grade Science, giving all teachers the disaggregated data needed to reinforce, re-teach, and scaffold lessons to meet the needs of each student.

“Crystal Lake Middle School” – 2008-2009

We intend to expand the model used in the focus on newly adopted math and look forward to implementing the use of the Odyssey lab to enrich the math curriculum for Level 1 and Level 2 students. This teacher will be an integral component of the school improvement model. We will continue to make the improvement plan model rich in research-based strategies.

To assist all students in becoming academically successful, students who arrive early to school will be provided tutoring in math, reading, writing, or science, offering another opportunity for the lowest 25% in math and reading additional assistance. The Odyssey labs allow students to practice specified skills as identified by FCAT strands in math and reading. A Critical Thinking Skills course will be added to the extended learning opportunities. During this time, students will: study FCAT skills, study social skills, school-to-work and do sustained reading.

The Kaplan assessment will be administered three times a year according to the district calendar. After each assessment teachers will disaggregate the data and analyze areas of improvement and concern. Teachers with the assistance of the administrative team will identify those students needing tutoring. Differentiated instruction will be provided to those students before, during and after school in the specific strands of need. Results will be closely monitored to ensure that all students are making growth.

Schools Graded C or Below

Professional Development:

Describe the professional development that supports enhanced and differentiated instructional strategies:

The Administrative Team invites new teachers to Crystal Lake Middle School to attend a "New Teacher Orientation" day before school begins. These teachers are trained on Pinnacle, Outlook, Genesis, and Kaplan to assist them with the tools needed to begin differentiated instruction.

All teachers are given a day to work together and independently to disaggregate the data for their students that year. This allows teachers to identify their Level 1 (intensive) and Level 2 (target) students for more intensive or remedial instruction, while giving Level 3, 4, and 5 students enrichment.

Because Crystal Lake Middle School has such a diverse population, the Administration provides Ruby Payne's Diversity training in assisting teachers on how to work and communicate with students of diverse cultures and socio-economic backgrounds.

Disaggregated Data

Describe the use of student achievement data to determine the effectiveness of instructional strategies:

Before school begins, teachers are given a day to disaggregate the data for their scheduled students. They are able to identify students in various subgroups, especially their Level 1 (intensive) and Level 2 (target) students. The school's master calendar is designed to aid teachers in making available the best academic instruction for each student's needs by provided back-to-back classes for Level 1 and Level 2 students in reading and Level 1 students in math. Teachers then are able to structure their lessons to develop and enrich the necessary skills for all students.

“Crystal Lake Middle School” – 2008-2009

To assist all students in becoming academically successful, students who arrive early to school will be provided tutoring in math, reading, writing, or science, offering another opportunity for the lowest 25% in math and reading additional assistance. Level 1 and Level 2 students in math and reading are pulled out of an elective class for approximately 4-5 weeks each semester for more intensive, direct tutoring. All eighth grade students needing additional support and individualized instruction are pulled out of an elective class for approximately 4-5 weeks between November through February for intensive small group sessions in writing.

Informal and Formal Assessments

Describe the type of ongoing formal and informal assessments to be used during the school year to measure student progress:

Kaplan will be used to monitor progress three times a year to monitor individual and class progress. Read 180 monitoring shall be conducted every nine weeks to assess growth and learning gains. The Odyssey lab shall produce reports every nine weeks to the parents for monitoring purposes. For teachers using the SRA curriculum, tests shall be performed quarterly to monitor learning gains. Teachers meet weekly with their team members to discuss and document strategies they are implementing with specific targeted students. Teachers will meet bi-weekly with the administrative team in Learning Communities to discuss the implementation of specific strategies. The Math Resource Teacher will monitor weekly the student progress with each math teacher. Specific mini-assessments will be created and modified to identify the growth of each student in math. The Administrative Team will work with all staff in monitoring all students in each academic area, provide mini-assessments for each content as needed, and administer guidance and direction to administration and teachers in improving academic instruction.

Alternative Instructional Delivery Methods

Describe the alternative instructional delivery methods used to support remediation, acceleration, and enrichment strategies:

Inclusion is being implemented in all academic areas for 6th, 7th, and 8th grade. This provides our ESE students to be given direct instruction in a regular education classroom setting, which will assist students in working for a regular diploma in high school.

ESOL and ESE students are provided a climate of warmth and caring, which nurtures a sense of comfort. Other strategies implemented throughout the school year by the ESOL and ESE teachers with those students include seat the student close to the front of the room, establish a daily routine in the classroom and prepare the student for any changes, allow the students ample time to complete assignments, keep directions short and simple, utilize oral techniques - cuing, modeling elicitation and chunking, speak clearly and simplify the vocabulary, provide frequent review and repetition in each step of language and content learning, and choose reading and writing activities that activate the prior knowledge of the students. The ESOL teacher, ESE facilitator, Guidance counselors, and administrative team will all be responsible for monitoring the implementation of these strategies.

Secondary School Redesign Schools Primarily Grades 6 through 12

Describe your school’s plan for addressing the ten guiding principles of Secondary School Redesign

1. Different Innovative Approaches to Instruction

We are implementing collaborative teaching models in all content areas, Kagan Cooperative Learning Strategies, CRISS strategies, and differentiated instruction.

2. Responsibility of Teaching Reading for Every Teacher

Reading, Math, Writing, and Science Strategies and Professional Development

3. Quality Professional Development for Teachers and Leaders

Schools Graded C or Below, Reading and Technology Professional Development

4. Small Learning Communities

Reading, Math, Writing, and Science Professional Development

5. Intensive Intervention in Reading and Mathematics

Schools Graded C or Below, Reading and Math Strategies

6. Parental Access and Support

Reading, Math, Writing, Science, and Technology Strategies, Parent Involvement

7. Applied and Integrated Courses

We offer Gifted classes, Advanced courses for Math, Science, Social Studies, Language Arts, and Reading. Students who are Level 1 and Level 2 in Reading and Math are placed in intensive/remedial courses that last 90 minutes.

8. Course Choice Based on Student Goals/Interests/Talent

Students are given the opportunity to choose their electives from music (band, orchestra, or chorus), art, agriculture, shop/technology, and computers. This allows students to select an elective, which interests them.

9. Master Schedules Based on Student Needs

Schools Graded C or Below, Return on Investment

10. Academic and Career Planning

Additional Requirements - Communication with Parents

SCHOOL IMPROVEMENT PLAN

Reading

Needs Assessment:

Fifty-one percent of all students tested at or above level three on the FCAT Reading assessment in the 2006-2007 school year. For the 2007 FCAT testing, 44% of sixth grade students, 46% of seventh graders, and 36% of eighth grade students were reading at or above grade level. Learning gains were made by 63% of our students, showing an increase of 7% while 76% of struggling students made a year's worth of progress in Reading. Improvements were made in the White and Economically Disadvantage subgroups and decreases in the Students with Disabilities and African American subgroups: White-49%, African American-70%, Hispanic-68%, Economically Disadvantaged-58%, and Students with Disabilities-86%. Students have needs in Reference and Research as well as Words and Phrases. Needs are determined by the results of the School Climate Survey, the Progress Monitoring Report Network Oral Fluency Probes, and Kaplan, which are administered three times per year. The Administrative Team as well as all teachers analyzed data. Data analysis results were shared with parents and SAC members.

Objective:

By Spring of 2009, 80% of all students per grade level will make Reading learning gains as evidenced by FCAT learning gains accomplished by one of the following ways: increase Achievement Level, maintain Achievement Levels 3, 4, & 5, or DSS increase for Achievement Level 1 & 2.

Strategies:

1. FCAT strategies and benchmarks in regards to the SSS and the district's reading initiatives will be addressed on a daily basis. They shall be written in the teachers' lesson plans. The administrative team will check lesson plans periodically.
2. Daily differentiated instruction based on disaggregated data is expected. The Administrative Team will monitor implementation through daily walk-throughs.
3. Individual Student Success Plans shall be developed by teachers and guidance counselors in August for targeted students and followed throughout the school year.
4. The Language Arts or Reading teachers will implement Accelerated Reader to improve reading comprehension and shall have ongoing monitoring and testing to improve reading lexiles. The media specialist will monitor the implementation.
5. The Odyssey lab will be used to target a population of students to show gains in reading comprehension. Targeted students will be scheduled weekly in the labs in order to achieve 30 hours of on task behavior before the end of the 2008-2009 school year. The Title I and Administrative Teams will monitor progress.
6. The Extended Learning Program will provide remediation in reading for those students identified as at-risk of failing their academic classes and/or FCAT. Teachers, in conjunction with the guidance department, will assess students' grades and progress monitoring assessments to determine need. This program will be implemented during the second semester of the school year and monitored by the administrative team.
7. Before school tutoring will be offered for all students from 8:00-8:30 daily beginning the second day of school.

“Crystal Lake Middle School” – 2008-2009

8. Kagan activities will be integrated into daily reading instruction by teachers, who have received professional learning in their use.
9. Book fairs will be provided to increase current reading libraries within the classroom. The media specialist will ensure this purchase is made by August 2008.
10. FCAT Parent nights will be planned twice a year in which parents are invited to be trained in addressing FCAT reading skills. The Reading department and Reading Coach/Mentor will work in conjunction with the media specialist in development of this presentation. A separate evening will be devoted to ESE and ESOL parents.
11. Digital combos will be utilized to incorporate the use of technology in the classroom setting based upon the completion of the county implementation plan.
12. The Kaplan test shall be given three times during the year for diagnostic purposes. The information retrieved from this test shall be interpreted by each reading teacher to assist in determining the need for teaching each of the five reading components: reading comprehension, word analysis, phonics, spelling, and writing. This data will be used to assist in monitoring student achievement in all classes.
13. The Scholastic Reading Inventory shall be used for progress monitoring once each quarter. The reading teacher shall administer this test. In the 8th Grade Read 180 classes, parents shall receive a report derived from this test in order to be kept informed of their child’s growth. The reading coach will check on the follow through.
14. ESOL and ESE students will be provided a climate of warmth and caring which nurtures a sense of comfort. Other strategies implemented throughout the school year by the ESOL and ESE teachers with those students include seat the student close to the front of the room, establish a daily routine in the classroom and prepare the student for any changes, allow the students ample time to complete assignments, keep directions short and simple, utilize oral techniques - cuing, modeling elicitation and chunking, speak clearly and simplify the vocabulary, provide frequent review and repetition in each step of language and content learning, and choose reading and writing activities that activate the prior knowledge of the students. The ESOL teacher, ESE facilitator, Guidance counselors, and administrative team will all be responsible for monitoring the implementation of these strategies.
15. PMRN will be administered to all students once each quarter to monitor progress of student achievement in the reading components.
16. Teachers shall contact the parent through the use of the PRIDE notebook on a weekly basis. The assistant principals shall monitor this. When needed, the team will utilize the PRIDE notebook for parent communication.
17. Teachers will be involved in monthly department and learning community meetings to share best practices, discuss curriculum maps, Sunshine State Standards, and horizontal and vertical teaming.
18. A minimum of two student computer workstations in all reading classrooms will be used to increase student group interaction with online reading resources.
19. Professional learning will be provided for all staff on LFS strategies and implemented thereafter.
20. Students on free or reduced lunch will be provided Supplemental Education Services after school.

Evaluation:

FCAT scores and disaggregated data shall be used to assess achievement of stated goals and strategies. Kaplan will be used to monitor progress three times a year. Read 180 monitoring shall be conducted every 9 weeks to assess growth and learning gains. The Odyssey lab shall produce reports every nine weeks to the parents for monitoring purposes. For teachers using the SRA curriculum, tests shall be performed quarterly to monitor learning gains. Teachers meet weekly with their team members to discuss and document strategies they are implementing with specific targeted students. Teachers will meet every three weeks with the administrative

“Crystal Lake Middle School” – 2008-2009

team in Learning Communities to discuss the implementation of specific strategies. Attendance logs, tutoring logs, students’ Media Center records, Supplemental Education Services records and data, meeting and professional development logs will be used to evaluate success.

Evidence-Based Program:

The Florida Center for Reading Research states that "Accelerated Reader (AR) is a computer based, reading management and motivational system designed to complement existing classroom literacy programs for grades K-12." Studies performed by Peak and Dewalt (1993) show that higher levels in reading achievement were positively correlated with increased reading time. A similar study performed by Samuels and Wu (2004) had compelling results. AR students and a group of contrast students were both studied for a period of 6 months in which they were asked to perform 15 minutes of daily reading. The AR group worked with comprehensive quizzes after each book read and the contrast group wrote a book report. The results showed that the AR group consistently scored higher and outperformed the contrast group in the areas of passage comprehension and total comprehension.

SRA Corrective Reading, as defined by the Florida Center for Reading Research, is a comprehensive intervention program designed for students in grades 4-12. The target population for this program would be students reading 1-2 years below grade level. A study performed in 1993 (Vitale, Medland, Romance, and Weaver), conducted research with one randomly selected classroom as the control group and another randomly selected class as the study group. After 85 days of the program, the study group using the SRA curriculum showed a substantial growth of 1.6 months in reading whereas the control group showed only a .8-month growth. Vocabulary testing showed similar results with the study group gaining 2.1 months of growth compared to only a .6 growth for the control group.

READ 180 is a technology based reading curriculum that has been framed around scientifically based research completed over the past decade. The program is designed to assist struggling readers in grades four and above. Vanderbilt University and the Orange County Public School System in Florida worked together to develop the READ 180 program. The initial program served over 10,000 students in Orange County. There was marked improvement in overall academic gains as well as improvement in reading. Teachers noted an overall change in attitudes toward reading as well as significant improvements in standardized test scores. READ 180 was also used and tested as an intensive reading program in Los Angeles as well as DoD schools. In a 2000-01 study conducted in Los Angeles, there was a gain of 3.1 for the Normal Curve Equivalent. Students not in the program actually showed a decline of 6.6. The results for the DoD schools were similar with the students in the READ 180 program exhibiting an average gain of 7.4. The students that were not in the program achieved only an average gain of 1.4.

AMSCO is dedicated to providing high quality, inexpensive textbooks and support materials to the educational community. Their course texts, review, and test prep books reflect national and state standards for curriculum and assessment. They provide a growing list of State Proficiency Preparation titles custom tailored to meet the specific requirements of each of several states. In addition to answer keys, many of their titles are accompanied by Teachers' Manuals, which provide lesson plans and suggestions for instruction. Teachers use the AMSCO resource during differentiated instruction. These texts provide reading passages to remediate students in specific areas and then an assessment for that area.

The Kaplan K12 Learning Services provides a web-based system, which monitors students' standardized testing performances and parallel assessments in mathematics and reading in grades 3-10 and science in grades 5, 8, and 11. Assessments are written to mimic the FCAT content and style, disaggregates data based on the FCAT State test strands, and informs teachers about their students' knowledge and performance levels. The

“Crystal Lake Middle School” – 2008-2009

Achievement Planner offers assessment scoring and reporting to gauge students progress toward the benchmarks across the school year, automated scoring of assessments with results available in 10-15 minutes, assessments in the idiom and format of FCAT to provide important practice and build familiarity with the test, and supplemental lesson plans prescribed by the data to target weaknesses.

Professional Development Aligned with this Objective:

All teachers will receive training from the reading coach addressing the development of reading strategies within their curriculum. Training will be conducted in a small group format. Training will begin in August and be ongoing throughout the year. Teachers will be observed in the use of these strategies and small group discussions will follow to evaluate the quality of the training. The teachers will be observed on their use of these strategies and a log will be maintained within their plan books to evaluate the effectiveness on student achievement.

Reading teachers will continue to receive training from the media specialist in the use and implementation of the AR program. AR training will involve interpretation of reports and use of information in regards to lexiles.

All teachers will be trained in using and retrieving Kaplan data in order to monitor student achievement. Training and retrieval of data will be completed during learning communities. Learning communities will take place in September to May 2009. Teachers will use the data to assist in scaffolding lessons to meet student needs. The usage of these strategies will be observed through learning communities, lesson plans, and walk-throughs.

Digital combo instruction will be provided for all teachers, as well as Office 2007 training for use, incorporating PowerPoint lesson material for classroom presentation.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Sources	Available Amount	
Accelerated Reader	Textbook Allocations	\$ 1,000	
SRA	Title 1		

Technology			
Description of Resources	Funding Sources	Available Amount	

“Crystal Lake Middle School” – 2008-2009

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Professional Development			
Description of Resources	Funding Sources	Available Amount	

People, Other			
Description of Resources	Funding Sources	Available Amount	

Non-Highly Qualified Certified Out-of-Field Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field that are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

The district assists teachers in their certification by providing the administration with updated information from the State of Florida of the progress on all new teachers’ applications. This allows administration to monitor and encourage new teachers in meeting deadlines for proper certification. The district also provides courses for reading endorsement. When teachers are hired they are made aware of the 300 hours required for the reading endorsement. The reading coach, department head, team leaders, and assistant principal of curriculum all provide support to those teachers enrolled in a reading endorsement course.

The district is providing certification review, requirements, and professional development for new science teachers in “how to” teach science curricula, but not in content review. The district recommendation is for them to take either the Middle School Science Exam or the Middle Grades Integrated Curriculum Exam and will offer study guides. ESOL classes are also offered by the district to satisfy ESOL certification. CLMS is offering support and professional learning through the administrative team, reading coach, and Title 1 Program Facilitator. Professional learning includes Learning-Focused Solutions (LFS), modeling, content review, best practices, and certification advice.

Since Crystal Lake Middle School is a Title One school, the district provides information to the administration and paraprofessionals on the appropriate tests required for paraprofessionals in Title One schools. All paraprofessionals are required to pass a State test in order to work directly with students. The administration assists the paraprofessionals in preparing for the test, while giving encouragement and direction. All professionals are encouraged to attend any and all professional learning provided to teachers

“Crystal Lake Middle School” – 2008-2009

Ms. Vicki Johnson, the Reading/Mentor Coach, works with teachers on modeling Reading strategies for instruction. She provides on-going reading in-service training with all teachers, school-wide. She works with academic teams to plan instructional strategies appropriate to meet student needs and conferences with individual teachers to assist them in teaching their instructional goals. This mentoring began in August 2008 and will continue until the end of the 2008-2009 school year. Her observations are provided to administration as one indicator as to whether or not more training and in-services need to be made available. When needs are determined, Creating Independence through Student-owned Strategies (CRISS) training is offered.

SCHOOL IMPROVEMENT PLAN

Math

Needs Assessment:

Thirty-nine percent of the students tested at or above level three on the FCAT Math assessment in the 2007-2008 school year. For the 2007 FCAT tested, 32% of the sixth grade students, 35% of the seventh grade students, and 46% of the eighth grade students were at or above grade level. Learning gains were achieved by 68% of our students, showing an increase of 10% while 67% of struggling students made a year's worth of progress in Math. Improvements were made in the White and Economically Disadvantage subgroups and decreases in the Students with Disabilities, Hispanic and African American subgroups: White-49%, African American-26%, Hispanic-22%, Economically Disadvantaged-37%, and Students with Disabilities-15%. Students have needs in Number Sense and Measurement in sixth grade and Measurement and Algebraic Thinking in seventh and eighth grade. Needs are determined by the results of the School Climate Survey and the Kaplan, which is administered three times per year. The Administrative Team as well as all teachers analyzed data. Data analysis results were shared with parents and SAC members.

Objective:

By Spring of 2009, 80% of all students per grade level will make Math learning gains as evidenced by FCAT learning gains accomplished by one of the following: increase Achievement Level, maintain Achievement Levels 3, 4, & 5, or DSS increase for Achievement Level 1 & 2.

Strategies :

1. Daily differentiated instruction based on disaggregated data is expected. All math teachers shall use AMSCO FCAT Prep mathematics workbooks to assist with differentiated instruction. The Administrative Team will monitor implementation through daily walk-throughs.
2. FCAT strategies and benchmarks in regards to the SSS and the district's math curriculum maps will be addressed on a daily basis. This shall be written in the plans of each teacher and monitored by administrative team.
3. The SSS will be used to align strategies, instruction, and assessment by grade level. The assistant principals shall have monthly meetings with departments to discuss and monitor instruction.
4. The Math Resource Teacher will hold monthly meeting to monitor the alignment of curriculum maps and daily instruction.

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5. The Extended Learning Program will provide remediation in mathematics for those students identified as at-risk of failing their academic classes (Level 1 and 2 students). Math teachers, in conjunction with the guidance department, will assess students’ grades and progress to determine need. This program will be implemented during the second semester of the school year and monitored by the Title I staff.
6. Parent Information nights will be planned three times a year in which parents are invited to be trained in addressing FCAT mathematics skills. The math department and math resource teacher will work in conjunction with the media specialist in development of this presentation. A separate evening will be devoted to ESE and ESOL parents.
7. Instructional assistance will be offered from 8:00-8:30 daily in the Compass Lab for all students, especially Level 1 and 2 students and monitored by Title I mathematics resource teacher.
8. Level 1 and Level 2 students will be trained to use FCAT Explorer during the first nine-week period by their math teacher.
9. Teachers shall contact the parent through the use of the PRIDE portfolio on a weekly basis. The Assistant Principal of Curriculum shall monitor this.
10. The Odyssey lab will be used to target a population of students (Level 1, Level 2, ESE and ESOL) to assess and show gains in math. The Administrative Team will monitor this.
11. Kagan activities will be integrated into daily reading instruction by teachers who have received professional learning in their use.
12. Quarterly test data will be provided to parents, reporting academic progress. Progress monitoring will occur in August, December, and April. The department head will be responsible for ensuring these reports are completed and sent home each semester.
13. ESOL and ESE students will be provided a climate of warmth and caring which nurtures a sense of comfort. Other strategies to be utilized with ESOL and ESE students include seat the student close to the front of the room, establish a daily routine in the classroom and prepare the student for any changes, allow the students ample time to complete assignments, keep directions short and simple, utilize oral techniques - cuing, modeling elicitation and chunking, speak clearly and simplify the vocabulary, provide frequent review and repetition in each step of problem solving. The ESOL teacher, ESE facilitator, Guidance counselors, and administrative team will all be responsible for monitoring the implementation of these strategies.
14. The Kaplan test shall be given three times during the year for diagnostic purposes. Each math teacher to assist in monitoring student achievement in math classes shall interpret the information retrieved from this test.
15. Teachers will be involved in monthly department and learning community meetings to share best practices, discuss curriculum maps, Sunshine State Standards, and horizontal and vertical teaming.
16. Teachers shall contact the parent through the use of the PRIDE notebook on a weekly basis. The assistant principals shall monitor this. When needed, the team will utilize the PRIDE notebook for parent communication.
17. Professional learning will be provided for all staff on LFS strategies and implemented thereafter.
18. Students on free or reduced lunch will be provided Supplemental Education Services after school.

Evaluation:

FCAT scores and disaggregated data shall be used to assess achievement of stated goals and strategies. Kaplan will be used to monitor progress three times a year. The Odyssey lab shall produce reports every nine weeks to the parents for monitoring purposes. Teachers meet weekly with their team members to discuss and document strategies they are implementing with specific targeted students. Teachers will meet every three weeks with the administrative team in Learning Communities to discuss the implementation of specific strategies. The Math

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Resource Teacher will monitor weekly the student progress with each math teacher. Specific mini-assessments will be created and modified to identify the growth of each student in math. The Administrative Team will work with all staff in monitoring all students in each academic area, provide mini-assessments for each content as needed, and administer guidance and direction to administration and teachers in improving academic instruction. Attendance logs, tutoring logs, Supplemental Education Services records and data, meeting and professional development logs will be used to evaluate success.

Evidence-Based Program:

Prentice Hall Mathematics research is based upon studies developed to determine how students study mathematics and do it proficiently. PH uses three phases in its research: exploratory needs assessment, formative development and field-testing, and validation research. The exploratory phase of the research involves surveys and product development research. The second phase of research involved field-testing the prototype materials. The summative phase of the research allows for ongoing development centered on classroom conditions and scientific, experimental designs.

AMSCO is dedicated to providing high quality, inexpensive textbooks and support materials to the educational community. Their course texts, review, and test prep books reflect national and state standards for curriculum and assessment. They provide a growing list of State Proficiency Preparation titles custom tailored to meet the specific requirements of each of several states. In addition to answer keys, many of their titles are accompanied by Teachers' Manuals, which provide lesson plans and suggestions for instruction. Teachers use the AMSCO resource during differentiated instruction. These texts provide reading passages to remediate students in specific areas and then an assessment for that area.

The Kaplan K12 Learning Services provides a web-based system, which monitors students' standardized testing performances and parallel assessments in mathematics and reading in grades 3-10 and science in grades 5, 8, and 11. Assessments are written to mimic the FCAT content and style, disaggregates data based on the FCAT State test strands, and informs teachers about their students' knowledge and performance levels. The Achievement Planner offers assessment scoring and reporting to gauge students progress toward the benchmarks across the school year, automated scoring of assessments with results available in 10-15 minutes, assessments in the idiom and format of FCAT to provide important practice and build familiarity with the test, and supplemental lesson plans prescribed by the data to target weaknesses.

Professional Development Aligned with this Objective:

All teachers will receive training from the reading coach integrating the development of reading strategies within their curriculum. Training will be conducted in a small group format. Training will begin in September and be ongoing throughout the year. Teachers will be observed in the use of these strategies and small group discussions will follow to evaluate the quality of the training. The teachers will be evaluated on their use of these strategies and documented within their lesson plans.

The administration will work toward developing appropriate training for the math teachers, addressing best practices, through our Math Resource teacher. Training and monitoring will occur on a regular basis. Teachers will be required to maintain a log of when they utilized these best practices within their classroom and kept in their lesson plans. The math resource teacher shall train math teachers on the use of FCAT Explorer by September. Teachers will be asked to log in reports from FCAT Explorer to monitor student participation and

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progress and kept in their lesson plans. Level 1 and Level 2 students will be trained to use Odyssey to use in the Odyssey labs and classrooms.

All teachers will be trained in using and retrieving Kaplan data in order to monitor student achievement. Training and retrieval of data will be completed during learning communities. Learning communities will take place in September to May 2009. Teachers will use the data to assist in scaffolding lessons to meet student needs. The usage of these strategies will be observed through learning communities, lesson plans, and walk-throughs.

Budget:

Evidence-Based Program(s)/Material(s)		
Description of Resources	Funding Sources	Available Amount

Technology		
Description of Resources	Funding Sources	Available Amount
Odyssey	School Budget	

Professional Development		
Description of Resources	Funding Sources	Available Amount

People, Other		
Description of Resources	Funding Sources	Available Amount
Manipulative/Supplies	School Budget	\$ 1,000
Math Resource Teacher	Title I	50,500

Non-Highly Qualified Certified Out-of-Field Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

The district is providing certification review, requirements, and professional development for new science teachers in “how to” teach science curricula, but not in content review. The district recommendation is for them to take either the Middle School Science Exam or the Middle Grades Integrated Curriculum Exam and will offer study guides. ESOL classes are also offered by the district to satisfy ESOL certification. CLMS is offering support and professional learning through the administrative team, reading coach, and Title 1 Program Facilitator. Professional learning includes Learning-Focused Solutions (LFS), modeling, content review, best practices, and certification advice..

Since Crystal Lake Middle School is a Title One school, the district provides information to the administration and paraprofessionals on the appropriate tests required for paraprofessionals in Title One schools. All paraprofessionals are required to pass a State test in order to work directly with students. The administration assists the paraprofessionals in preparing for the test, while giving encouragement and direction. All professionals are encouraged to attend any and all professional learning provided to teachers.

SCHOOL IMPROVEMENT PLAN
Writing

Needs Assessment:

Eighty-four percent of 8th grade students scored an average of 3.5 or above on the 2007-2008 FCAT Writing test. This compares to the district (91%) and the state (92%). The average mean scale score was 3.9, while the district mean was 4.1 and the state mean was 4.2. Although there was a decrease of 2% of the 8th grade students scoring a 3.5 or above from the prior year, the White and African American sub-groups met adequate yearly progress, while the Hispanic and Economically Disadvantaged did not meet adequate yearly progress. Needs are determined by the results of the School Climate Survey and the mock FCAT Writing test, which is administered three times per year. The Administrative Team as well as all teachers analyzed data. Data analysis results were shared with parents and SAC members.

Objective:

By Spring, of 2009, 88% of 8th Grade students will be at an Essay score of 4.0 or above in Writing as evidenced by the FCAT Summary report.

Strategies

1. Students will be taught the Writing + strategies in LA classes. The department head will ensure the implementation of this strategy.
2. LA teachers will utilize FCAT Explorer to work on grammar and structure.
3. A minimum of 90 minutes shall be used weekly to teach writing skills by LA teachers and monitored by the administrative team.
4. FCAT Writing sample books shall be used for practice prior to FCAT testing.
5. Initiate poetry and prose competitions each 9-week period. The reading coach and teachers shall promote these activities school-wide.
6. Instructional assistance will be available.
7. Implement four school-wide FCAT Writing practices in September, November, January, and February and monitored by the assistant principal.
8. Provide training to teachers and students on the use of rubrics to score writing prompts. The assistant principal will provide training.
9. All 8th grade students will participate in a pullout class designed to work on the writing and grammar skills. The assistant principal, scaffolding instruction to meet the needs of all students, will teach this class.
10. FCAT Parent nights will be planned twice a year in which parents are invited to be trained in addressing FCAT writing skills. The language arts teachers and assistant principal will work in conjunction with the media specialist in development of this presentation.
11. Teachers will be involved in monthly department and bi-weekly learning community meetings to share best practices, discuss curriculum maps, Sunshine State Standards, and horizontal and vertical teaming.
12. Teachers will be involved in monthly department and learning community meetings to share best practices, discuss curriculum maps, Sunshine State Standards, and horizontal and vertical teaming.
13. Teachers shall contact the parent through the use of the PRIDE notebook on a weekly basis. The assistant principals shall monitor this. When needed, the team will utilize the PRIDE notebook for parent communication.
14. Professional learning will be provided for all staff on LFS strategies and implemented thereafter.
15. Kagan activities will be integrated into daily reading instruction by teachers who have received professional learning in their use.
16. Students on free or reduced lunch will be provided Supplemental Education Services after school.

Evaluation:

FCAT scores and disaggregated data shall be used to assess achievement of stated goals and strategies. An assessment of scores produced from writing rubrics will be used to determine areas of need. Teachers will use data from the school-wide practice writing tests to distinguish and implement specific techniques/modifications as needed.

Teachers meet weekly with their team members to discuss and document strategies they are implementing with specific targeted students. Teachers will meet every three weeks with the administrative team in Learning Communities to discuss the implementation of specific strategies. Attendance logs, tutoring logs, students’

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Media Center records, Supplemental Education Services records and data, meeting and professional development logs will be used to evaluate success.

Evidence-Based Program:

FCAT Explorer will be implemented and made available to students and teachers. It provides a research-based curricular structure to reinforce strands in the Sunshine State Standards. It is user friendly and is a wonderful support mechanism at home with parents.

Professional Development Aligned with this Objective:

The Assistant Principal of Curriculum will train the staff in using the FCAT WRITES RUBRIC SCORING across the curriculums, which will increase teacher awareness and student writings in all academic areas. Monthly follow-ups will assist in monitoring and refining skills.

Language Arts teachers will meet monthly with the assistant principal between September through February to share best practices, implementations, problems and concerns as well as determining the impact on student performance.

All teachers will be trained in using and retrieving Kaplan data in order to monitor student achievement. Training and retrieval of data will be completed during learning communities. Learning communities will take place in September to May 2009. Teachers will use the data to assist in scaffolding lessons to meet student needs. The usage of these strategies will be observed through learning communities, lesson plans, and walk-throughs.

Digital combo instruction will be provided for all teachers, as well as Office 2007 training for use, incorporating PowerPoint lesson material for classroom presentation.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Sources	Available Amount	

Technology			
Description of Resources	Funding Sources	Available Amount	

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Professional Development			
Description of Resources	Funding Sources	Available Amount	

People, Other			
Description of Resources	Funding Sources	Available Amount	

**SCHOOL IMPROVEMENT PLAN
Science**

Needs Assessment:

Twenty-nine percent of our eighth grade students scored Level 3 or above on the 2008 FCAT, which is a 4% decrease from 2007. The district’s percentage stayed the same at 32%, and the state’s percentage increased to 23% in 2008. The state’s mean scale score this year was 305, while the district’s was 289, and our school’s was 274. It was determined the students have needs in Earth and Space Sciences and Scientific Thinking. Needs were also determined by the results of the School Climate Survey and the Kaplan Science Assessments administered three times per year. The Administrative Team as well as science teachers analyzed data. Data analysis results were shared with parents and SAC members.

Objective:

By Spring of 2009, 35% of 8th grade students will be at Achievement Level three or above in Science as evidenced by the School Grade report.

Strategies:

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1. The Sunshine State Standards and benchmarks will continue to be the framework and basis for our curriculum instruction in 2008-2009 in alignment with the district’s student learning maps. These shall be documented in their plan books and monitored by administration.
2. Parents shall receive a copy of their student’s learning maps, which will be addressed each 9-week period. The science department head will ensure that each science teacher completes this.
3. FCAT Science extended response and math prep will continue to be a part of the presented curriculum on a weekly basis. The assistant principals will monitor the implementation.
4. Daily differentiated instruction based on disaggregated data is expected. Implement the use of the AMSCO Science book to assist in preparation and study of FCAT related 8th Grade standards. The Administrative Team will monitor implementation through daily walk-throughs.
5. Utilize the additional books targeted to improve the reading libraries that are already available in each Science class. The media specialist will make these books on current content available in a designated location of the Media Center at the beginning of each unit.
6. Pre-, interim-, and posttest data will be provided to parents, reporting academic progress. Progress monitoring will occur in August, December, and April using Kaplan for all eighth grade students. The Administrative Team as well as the science teachers will disaggregate data after each assessment.
7. Media Center nights will be planned twice a year in which parents are invited to be trained in addressing FCAT science skills. The science teachers and assistant principal will work in conjunction with the media specialist in development of this presentation.
8. Kagan activities will be integrated into daily reading instruction by teachers who have received professional learning in their use.
9. Through the use of digital combo units, teachers will incorporate current Glencoe textbook interactive software with virtual lab activities, which relate to topics being taught in the Science classrooms.
10. Teachers shall contact the parent through the use of the PRIDE notebook on a weekly basis. The assistant principals shall monitor this. When needed, the team will utilize the PRIDE notebook for parent communication.
11. Teachers will be involved in monthly department and learning community meetings to share best practices, discuss curriculum maps, Sunshine State Standards, and horizontal and vertical teaming.
12. Professional learning will be provided for all staff on LFS strategies and implemented thereafter.
13. Students on free or reduced lunch will be provided Supplemental Education Services after school.

Evaluation:

The Science chairperson will create mini-assessments for each strategy. Data shall be obtained by using the Kaplan assessments, which will be given four times during the school year to monitor student achievement. The teachers shall analyze the information received from the administration of the assessments and Administrative Team using disaggregated data for each subgroup. Attendance logs, tutoring logs, Supplemental Education Services records and data, meeting and professional development logs will be used to evaluate success.

Evidence-Based Program:

AMSCO is dedicated to providing high quality, inexpensive textbooks and support materials to the educational community. Their course texts, review, and test prep books reflect national and state standards for curriculum and assessment. They provide a growing list of State Proficiency Preparation titles custom tailored to meet the specific requirements of each of several states. In addition to answer keys, many of their titles are accompanied by Teachers' Manuals, which provide lesson plans and suggestions for instruction. Teachers use the AMSCO

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resource during differentiated instruction. These texts provide reading passages to remediate students in specific areas and then an assessment for that area.

Glencoe Science textbooks use six research based strategies to improve student achievement for the National Science Standards. The text links to prior knowledge, practicing important tasks (i.e., critical thinking and lab activities), visuals, relevant presentations, decoding strategies, and study strategies (including Dinah Zike’s foldables). These texts provide resources for differentiated instruction through intervention/remediation, enrichment, and ELL.

Professional Development Aligned with this Objective:

All teachers will receive training from the reading coach addressing the development of reading strategies within their curriculum. Training will be conducted in a small group format followed by discussion to determine the effectiveness of the training. Follow-up sessions will be provided on an as needed basis. The reading coach is available to model and coach lessons for individual teachers. The administrative team will monitor implementation as they conduct daily walk-throughs.

Science teachers will be provided the opportunity to attend Kagan training specific to Science through the Kagan Summer Institute.

All teachers will be trained in using and retrieving Kaplan data in order to monitor student achievement. Training and retrieval of data will be completed during learning communities. Learning communities will take place in September to May 2009. Teachers will use the data to assist in scaffolding lessons to meet student needs. The usage of these strategies will be observed through learning communities, lesson plans, and walk-throughs.

Digital combo instruction will be provided for all teachers, as well as Office 2007 training for use, incorporating PowerPoint lesson material for classroom presentation.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Sources	Available Amount	

Technology			
Description of Resources	Funding Sources	Available Amount	

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Professional Development		
Description of Resources	Funding Sources	Available Amount

People, Other		
Description of Resources	Funding Sources	Available Amount
Lab Materials	School Budget	\$ 1,000

-Highly Qualified Certified Out-of-Field Instructors

List instructors, paraprofessionals, and/or teachers who are teaching out-of-field who are NOT highly qualified. Describe the support and professional development being planned and provided for these professionals.

The district is providing certification review, requirements, and professional development for new science teachers in “how to” teach science curricula, but not in content review. The district recommendation is for them to take either the Middle School Science Exam or the Middle Grades Integrated Curriculum Exam and will offer study guides. ESOL classes are also offered by the district to satisfy ESOL certification. CLMS is offering support and professional learning through the administrative team, reading coach, and Title 1 Program Facilitator. Professional learning includes Learning-Focused Solutions (LFS), modeling, content review, best practices, and certification advice.

Since Crystal Lake Middle School is a Title One school, the district provides information to the administration and paraprofessionals on the appropriate tests required for paraprofessionals in Title One schools. All paraprofessionals are required to pass a State test in order to work directly with students. The administration assists the paraprofessionals in preparing for the test, while giving encouragement and direction. All professionals are encouraged to attend any and all professional learning provided to teachers.

SCHOOL IMPROVEMENT PLAN

Parental Involvement

Goal: **Parental/Family Involvement Programs**

Needs Assessment:

In the past couple of years, FCAT Parent nights for FCAT training and information had minimal attendance by parents as indicated by the School Climate Survey, sign-in sheets, and analyzed by the Administrative Team. During the open house events designed to introduce and inform parents to the FCAT, there were less than fifty parents in attendance for each event. The School Advisory Council had a few parents, which attended regularly. Although parent participation improved a great deal during the 2007-2008 school year, less than 50% of parents are involved. We have determined the need to increase the number of parents/guardians, who actively support their child’s education as also documented by the return of required signed forms, attendance, and discipline records.

Objective:

The overall percentage of parents and community members that are involved at the school as indicated by volunteer hours will increase by 25% before the end of the 2008-2009 school year. Parental attendance, as indicated by sign-in sheets, at the two FCAT nights will meet or exceed 100 participants.

Strategies:

1. The parental involvement coordinator will send home a monthly newsletter to keep parents informed of upcoming activities and expectations.
2. Parents will be called by the teacher or guidance counselor when a child’s absences exceed five days within a nine-week period.
3. Implement the utilization of a phone tree to place truancy calls.
4. Elective teachers will provide a parent involvement night to encourage student participation and to enhance parent knowledge of the curriculums at an Elective Extravaganza in April.
5. An open house shall be held during the month of September to explain the PRIDE portfolio and school/classroom procedures.
6. Interim reports shall go home every 4-½ weeks provided by the Title 1 members.
7. Odyssey reports shall go home every 9 weeks provided by the Network Manager.
8. Reports for READ 180 shall go home every 9 weeks provided by the reading teachers.
9. A minimum of five positive phone calls per teacher per week will be made to parents. The implementation of this strategy will be monitored by the principal and assistant principals.
10. A Family Resource Center has been created with the Parent Involvement teacher responsible for this center.
11. Parents shall be provided reports in regard to the SIP, FCAT, and School Accountability.
12. IEP conferences shall continue to be held with the ESE teachers.

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13. There will be several parent nights during the school year to inform parents of policies and procedures of the school and classroom teachers, FCAT overviews and computer programs available for student success, and elective opportunities. The Parent Involvement teacher shall be responsible for promoting these events.
14. Parent conferences will be held with grade level teams and guidance counselors to discuss specific plans for progress.
15. Opportunities before and during the school day will be provided for volunteer training and meeting with parents to assist with questions and concerns. The Parent Involvement teacher will coordinate these meetings.
16. PRIDE portfolios will be used for daily/weekly communication between parents and teachers.
17. PRIDE portfolios provided for each student with grade logs for each class to record all grades to be signed weekly by parents.
18. Guidance will provide a list of activities/opportunities for late registering students.
19. Parent Involvement teacher will survey parents to determine available times for maximizing their involvement. Activities will be hosted for parents such as Donuts with Dads and Muffins with Moms.

Evaluation:

A review of sign-in logs shall be conducted in order to determine parent involvement in the school. The number of mentors the community provided shall be reviewed, and a survey of volunteer hours will be conducted.

Evidence-Based Program:

Best practices and strategies for Parent/Family Involvement.

<http://osi.fsu.edu/waveseries/wave6.pdf>

Principles of Parent and Family Involvement Programs and Strategies

(Flaxman and Inger, 1991 – Serve)

Parent involvement is most effective when it is comprehensive, well planned, and long lasting.

Parent involvement should be developmental and preventative, an integral part of a school improvement strategy, rather than a remedial intervention.

Parents do not have to be formally educated to help themselves and their children.

Children from low-income and minority families have the most to gain when schools involve their families.

Office of School Improvement Information Wave Series #6 – Strategies That Enhance Parent and Family Involvement

Professional Development Aligned with this Objective:

All teachers will receive training from the reading coach addressing the development of reading strategies within their curriculum. Training will be conducted in a small group format followed by discussion to determine the effectiveness of the training. Follow-up sessions will be provided on an as needed basis. The reading coach is available to model and coach lessons for individual teachers. The administrative team will monitor implementation as they conduct daily walk-throughs.

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All teachers will be trained in using and retrieving Kaplan data in order to monitor student achievement. Training and retrieval of data will be completed during learning communities. Learning communities will take place in September to May 2009. Teachers will use the data to assist in scaffolding lessons to meet student needs. The usage of these strategies will be observed through learning communities, lesson plans, and walk-throughs.

Digital combo instruction will be provided for all teachers, as well as Office 2007 training for use, incorporating PowerPoint lesson material for classroom presentation.

Budget:

Evidence-Based Program(s)/Material(s)			
Description of Resources	Funding Sources	Available Amount	

Technology			
Description of Resources	Funding Sources	Available Amount	

Professional Development			
Description of Resources	Funding Sources	Available Amount	

People, Other			
Description of Resources	Funding Sources	Available Amount	
Parent Involvement Teacher	Title I	\$46,800	

SCHOOL IMPROVEMENT PLAN

Return on Investment

Goal: Return on Investment

Needs Assessment:

Crystal Lake Middle School's percentile rank is 10, and the percent of the highest ROI value is 48% when compared to similar schools. The percent of students with learning gains in Math is 58% and 56% in Reading. The highest ROI value in the state is at 60%.

Objective:

Crystal Lake Middle School's ROI percentile ranking will increase to at least the state ROI percentile.

At Crystal Lake Middle School, 62% of our students will show Reading Learning Gains on based on FCAT performance on 2009 and 65%% of our students will show Mathematics Learning Gains on based on FCAT performance on 2009. Increasing the learning Gain percentages will improve Crystal Lake Middle School's ROI Index.

Strategies:

1. Utilize student data analysis to construct more effective educational strategies that meet the needs of our students.
2. Monitor monthly the student attendance to decrease the percentage of students absent from CLMS 21 days or more.
3. Identify lowest quartile students early and provide additional assistance
- 4.
5. Utilize our TITLE I funds efficiently.
6. Provide learning and test taking strategies to our parents to improve their children's academic achievement.
7. Continue to provide high-quality teacher professional development and monitor its implementation.
8. Strategies to lower the cost per weighted full time equivalent (FTE) student:
 - Reallocate school resources to better implement teaching, learning and
 - class-size mandates (e.g., combine teacher aide positions into a teacher position)
 - Purchase evidence-based materials and utilize the district warehouse for materials/supplies
 - Use purchased programs effectively and increase student participation
 - Increase participation in programs provided by the Department of Education, such as FCAT Explorer
 - Utilize school and district in-service training

Evaluation:

The percentage of students making learning gains will be divided by the program costs per weighted FTE students at the school to determine the ROI Index.

SCHOOL IMPROVEMENT PLAN
SAC Members

Yes No The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school?

Measures Being Taken to Comply with SAC Requirement (complete only if your school is out of compliance).

<u>Member's Name</u>	<u>Position</u>	<u>Signature</u>
1) Chris Canning	<u>Principal</u>	_____
2) Patricia Heineken	<u>Assistant Principal</u>	_____
3) Johnnie Jackson	<u>Teacher</u>	_____
4) Dale Terrell	<u>Teacher</u>	_____
5) Samantha Grigg	<u>Teacher</u>	_____
6) Stephanie Huber	<u>Teacher</u>	_____
7) June High	<u>Teacher</u>	_____
8) Jillian Tayman	<u>Teacher</u>	_____
9) Trina Talley	<u>Teacher</u>	_____
10) Victoria Johnson	<u>Teacher</u>	_____
11) Sheila Hillery	<u>Teacher</u>	_____
12) Patrice Bryant-Thigpen	<u>Teacher</u>	_____
13) Shelley Castle	<u>Teacher</u>	_____
14) Wanda Coolman	<u>Support Staff</u>	_____
15) Janie Martinez	<u>Support Staff</u>	_____
16) Yara Sevillano	<u>Support Staff</u>	_____
17) Pam Criss	<u>Community Member</u>	_____
18) Kacu Keim	<u>Community Member</u>	_____
19) Maggie Wojtylak	<u>Community Member</u>	_____

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20) Anastasia Jones-Downing	<u>Community Member</u>	_____
21) Yaharia Morales	<u>Parent</u>	_____
22) Andrea Jackson	<u>Parent</u>	_____
23) Milagros Masa	<u>Parent</u>	_____
24) Amy Platt	<u>Parent</u>	_____
25) Leila Ludden	<u>Parent</u>	_____
26) Robin Boren	<u>Parent</u>	_____
27) Rich George	<u>Parent</u>	_____
28) Grustell Figueroa	<u>Parent</u>	_____
29) Maribell Castro	<u>Parent</u>	_____
30) Daisy Ayuso	<u>Parent</u>	_____
31) Jennifer Long	<u>Parent</u>	_____
32) Iris Morales	<u>Parent</u>	_____
33) David Bowden	<u>SAC Chair</u>	_____
34) Margarita Santiago	<u>Parent</u>	_____
35) Debbie Garbe	<u>Parent</u>	_____
36) Chazz Parker	<u>Student</u>	_____

School Advisory Council

Describe the activities of the School Advisory Council.

The School Advisory Council is a dedicated group of individuals comprised of community leaders, teachers, parents, and business partners. Notices of these meetings are made available to the parents in a newsletter at the beginning of the year and are posted prior to each scheduled meeting. The meetings are held a minimum of four times a year and are determined by the Council on the first scheduled meeting. Election of parents will be made at the September 11, 2008 Open House. The first SAC meeting is to be scheduled September 4, 2008.

The review and monitoring of the School Improvement Plan is one of the major activities that the School Advisory Council performs. The plan will be presented and reviewed by the Council on the first scheduled meeting. Throughout the year, the Council will review the plan to ensure successful implementation of the sections listed in the plan. Throughout the school year, depending upon the determined needs of the school,

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the Council will address new goals and strategies for the upcoming school year. The allocation of Lottery Funds is strictly done with the approval of the Council. The School Advisory Council promotes education by providing incentives in the form of awards, gift cards, and social events for perfect attendance, honor role, improved reading and math scores as well as reading and receiving AR points.

Election of Members:

Florida Statute 1001.452 requires the election of School Advisory Council members who represent teachers, education support staff, students and parents.

51% or more of the SAC are family and community members, not employees of the school

Percents must reflect the racial, ethnic, and economic diversity of your school community

Principals are required members of their school’s School Advisory Council

Career center and high school advisory councils shall include students, and middle and junior high school advisory councils may include students

Technical adult education centers are not required to include parents

They must be “elected by their respective peer groups at the school in a fair and equitable manner” as follows:

Teachers elect teachers

Education support staff must elect education support employees

Students elect students

Parents elect parents

Parents are elected at any school function by parents provided notice has been given that the election will take place.

No election is required for community members. The school principal with SAC input appoints them.

The principal is responsible for ensuring that the elections take place and the composition of the SAC complies with the law. If the election process does not yield a SAC that reflects the racial, ethnic, and economic diversity of the student population at the school, the principal may appoint additional members to achieve the appropriate representation.

Each year the School Board reviews and approves the membership rosters of all School Advisory Councils. All members should be able to explain the process and date by which they were elected. Approved SAC Membership rosters are posted on the school board website.

Election Process

The principal will inform the school and community that nominations to the school’s advisory council are invited. Include parents of upcoming students.

The invitation for nomination must clearly note a deadline, membership categories and the process (time, date, event) by which the vote shall be taken.

After elections have taken place, the principal shall submit the list of members to the School Board, which includes name and ethnic/racial category.

Documentation of the nomination and election process will be maintained at the school as a public record. Once Council membership is approved by the School Board, a copy of the approved form is posted on the school board website.

Vacancies in any membership category during the year may be filled by principal appointment. The principal will inform the Community Involvement Office of any replaced members.

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Roles and Responsibilities of SAC Members:

Members

Determine School Improvement Priorities

Publicize the School Improvement Plan

Support School Improvement Plan implementation

Evaluate the School Improvement Plan

Assist in decision-making process and approval of expenditures of District Lottery Funds and School Recognition Funds, as well as review School Budget

Chair

Schedules SAC meetings

Sets Agenda with Principal

Sends Meeting Notice, including agenda, 2 weeks prior to meeting

Facilitates meeting

Determines strategy for making plans available

Principal – is a SAC member

Keep up to date with legislation

Governing School Advisory Councils

Facilitates election process stated in by-laws

Provides testing, behavior, discipline and attendance data to the SAC

Seeks input from staff and the SAC on School Improvement Plan, School Budget, Lottery Money, and School Recognition Funds

Leads revision, implementation, and evaluation of the School Improvement Plan

**SCHOOL IMPROVEMENT PLAN
Final Budget**

Budget:

Evidence-Based Program(s)/Material(s)	Description of Resources	Funding Source	Available Amount	
	Accelerated Reader	Textbook Allocations	\$ 1,000	
	Technology	Description of Resources	Funding Source	Available Amount

Technology			
Description of Resources	Funding Source	Available Amount	

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Professional Development			
Description of Resources	Funding Source	Available Amount	

Other			
Description of Resources	Funding Source	Available Amount	
Manipulatives/Supplies	School Budget	\$ 1,000	
Math Resource Teacher	Title I	50,500	
Lab Materials	School Budget	1,000	
Parent Involvement Teacher	Title I	46,800	

SCHOOL IMPROVEMENT PLAN Implementation Evaluation

Implementation Evaluation:

Describe plans for ongoing and final evaluation on the extent of successful implementation of the school improvement plan and other school improvement efforts.

Each month, the grade level teams will provide an evaluation of the progress gained through using the IDEAS data base system, quarterly Kaplan tests and the 2008-2009 FCAT results.

Grade level teams as well as departments will also monitor the results of quarterly benchmark assessments provided by the Administrative Team.

Specific indicators of adequate progress will be:

1. Reading: By Spring of 2009, 80% of all students per grade level will make Reading learning gains as evidenced by FCAT learning gains accomplished by one of the following ways: increase Achievement Level, maintain Achievement Levels 3, 4, & 5, or DSS increase for Achievement Level 1 & 2.

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2. Math: By Spring of 2009, 80% of all students per grade level will make Math learning gains as evidenced by FCAT learning gains accomplished by one of the following: increase Achievement Level, maintain Achievement Levels 3, 4, & 5, or DSS increase for Achievement Level 1 & 2.
3. Writing: By Spring, of 2009, 88% of 8th Grade students will be at an Essay score of 4.0 or above in Writing as evidenced by the FCAT Summary report.
4. Science: By Spring of 2009, 35% of 8th grade students will be at Achievement Level three or above in Science as evidenced by the School Grade report.
5. The overall percentage of parents and community members that are involved at the school as indicated by volunteer hours will increase by 25% before the end of the 2008-2009 school year. Parental attendance, as indicated by sign-in sheets, at the two FCAT nights will meet or exceed 100 participants.

District aligned curriculum map timelines will be followed by Reading, Math, Science, Language Arts, and Social Studies teachers. Administrative walk-throughs and benchmark assessments will help to monitor the instructional focus.

Ongoing assessments will be designed to measure student progress and will be administered three times per year. Resulting data will be closely monitored to use for content review. Assessment data from Kaplan will be used for progress monitoring.

The School Improvement Plan will be reviewed by the Administrative Team, SAC, and district level staff mid-year and at the end of the year. The review will focus on the progress made to accomplish each goal by reviewing the strategies and various data results. Each core area will be evaluated to see if they are on schedule to accomplish their goals. In order to achieve Adequate Yearly Progress, all students and subgroups must make learning gains, and all SIP goals must be met.

Title I and the Administrative team will analyze results to identify trends, weaknesses and strengths to determine the need for professional development.

The SAC committee will determine examination and review of the achievement made for each goal.

The final evaluation of the extent of successful implementation of this School Improvement Plan will be determined by student results on the 2009 FCAT and shared with the faculty and SAC Committee.