

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



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Tallahassee, Florida 32399

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325 West Gaines Street
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School Name: CRYSTAL LAKE COMMUNITY MIDDLE

District Name: Broward

Principal: Sabine Phillips

SAC Chair: Rosemarie Lavoie

Superintendent: Robert Runcie

Date of School Board Approval: December 4, 2012

Last Modified on: 10/24/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
Assis Principal	Ben Reeves	Bachelor of Science Music Education (K-12) Masters of Educational Leadership (All levels) Specialist - Educational Technology	2	11	2011 – 2012 School Grade C Reading 52%, Math 53%, Writing 69%, Science 39%, Learning Gains – Reading 63%, Math 59%, Lowest 25% - Reading 38%, Math 47%, AYP - No Millennium Middle School 2010-11 FCAT A++ School Grade A Reading 67%, Math 70%, Writing 92%, Science 46%, Learning Gains Reading 63%, Math 70%, Lowest 25% Reading 65%, Math 68%, AYP No 2009-10/2008-09 FCAT A++ School Grade A/2007 FCAT A++ School Grade B (507 points) increased to 2008 School Grade A (547 points). AYP 2007 77% of AYP criteria met; increased to 87% of criteria met in 2008.
					2011 – 2012 School Grade C Reading 52%, Math 53%, Writing 69%, Science 39%, Learning Gains – Reading 63%, Math 59%, Lowest 25% - Reading 38%, Math 47%, AYP - No 2010 -2011 Assistant Principal School Grade C

Assis Principal	Tiffany Peterson	Doctorate in Educational Leadership, Masters in Curriculum and Instruction, Certificate in Elementary Education, Educational Leadership in K-12 and Reading and ESOL endorsed	3	3	Reading 65%, Math 66%, Writing 80%, Science 44%, Learning Gains - Reading 61%, Math 61%, Lowest 25% Reading 59%, Math 57%, AYP No. 2009-2010 Reading Coach School Grade B Reading Mastery 43% Math Mastery 74% Science Mastery 37% Writing Mastery 90% There were no subgroups that made AYP in reading or math 2008-2009 - Reading Coach School Grade C Reading Mastery 42% Math Mastery 73% Science Mastery 33% Writing Mastery 87% AYP - Black and Economically Disadvantage did not make AYP in reading 2007-2008 School Grade D Reading Mastery 38% Math Mastery 66% Science Mastery 35% Writing Mastery 88% AYP - There were no subgroups that made AYP in reading or math.
Principal	Sabine Phillips	BS English- University of Florida MS English Education Ed Leadership – Nova Southeastern	4	11	Principal CLMS 2011 – 2012 School Grade C Reading 52%, Math 53%, Writing 69%, Science 39%, Learning Gains – Reading 63%, Math 59%, Lowest 25% - Reading 38%, Math 47%, AYP - No 2010 -2011 School Grade C Reading 65%, Math 66%, Writing 80%, Science 44%, Learning Gains - Reading 61%, Math 61%, Lowest 25% Reading 59%, Math 57%, AYP No. 2009-2010 School Grade B Reading 66%, Math 67%, Writing 91%, Science 51%, Learning Gains- Reading 62%, Math 68%, Lowest 25% Reading 53%, Math 61%, AYP proficiency 69% Assistant Principal - Pompano Beach High 08-09 School Grade A Reading 76%, Math 100%, Writing 95%, Science 65%, Learning gains-Reading 62%, Math 82%, Lowest 25% - Reading 54%, Math 98%, AYP proficiency 100% 07-08 School Grade A Reading 80%, Math 98%, Writing 97%, Science 62%, Learning Gains- Reading 72%, Math 84%, Lowest 25%- Reading 71%, Math 96%, AYP proficiency 100% 06-07 School Grade A Reading 74%, Math 96%, Writing 96%, Science 57%
Assis Principal	Shaante Collie	Bachelor in Business Administration Masters in Business Administration ESOL Endorsed	1	1	Tequesta Trace Middle School 2011 – 2012 School Grade A 6th Grade: Reading 75% Math 78% 7th Grade: Reading 76% Math 74% 8th Grade: Reading 72% Math 78% Science 62%

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					2006-2007 - School Grade D 45% Total students Level 3 or higher 43% Black, 42% ED, 21% ELL, school did not make AYP 2007-2008 - School Grade C

Reading	Janet Codling	Doctorate in Organizational Leadership Masters in TESOL Bachelor of Science in Elementary Education	1	5	47% Total students Level 3 or higher 44% Black, 43% ED, 24% ELL, school did not make AYP 2008-2009 - School Grade B 49% Total students Level 3 or higher 47% Black, 46% ED, 26% ELL, school did not make AYP 2009 - 2010 School Grade B 51% Total students Level 3 or higher 49% Black, 48% ED, 24% ELL, school did not make AYP 2008- 2010 District Reading IFC writing team 2011 - 2012 Crystal Lake Middle School Reading 52%, Math 53%, Writing 69%, Science 39%, Learning Gains – Reading 63%, Math 59%, Lowest 25% - Reading 38%, Math 47%, AYP - No
Literacy	Tarshe Freeman	Masters in Reading Ed. Bachelor in Elementary Ed. Certificate in Educational Leadership (All Levels), Reading Education (K-12), Elementary Education (1-6), Gifted and ESOL Endorsement	1	1	2011 – 2012 School Grade C Reading 52%, Math 53%, Writing 69%, Science 39%, Learning Gains – Reading 63%, Math 59%, Lowest 25% - Reading 38%, Math 47%, AYP - No 2010-2011 School Grade B Teacher, Grade 5 Reading Mastery 75% Math Mastery 59% Science Mastery 39% Lowest 25% Reading- 78%, Math- 73% AYP- 77% of Criteria Met 2009-2010 School Grade B Teacher, Grade 5 Reading Mastery 77% Math Mastery 65% Science Mastery 40% Lowest 25% Reading- 64%, Math- 70% AYP- 79% of Criteria Met 2008-2009 School Grade A Teacher, Grade 5 Reading Mastery 62% Math Mastery 59% Science Mastery 29% Lowest 25% Reading- 84%, Math- 73% AYP- 92% of Criteria Met

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Mentoring/Coaching	Department Chair	June 2013	
2	New teacher support	NESS Liasion	June 2013	
3	Within the PLC's (2x weekly) teachers plan together and support one another within their departments. Common Core Standards are discussed and strategies are included in the curriculum based on level of student. Lessons are differentiated in order to meet all needs. Group work is encouraged and utilized across the curriculum. Remediation is applied if needed, modifications are made when necessary and the monitoring process is on going. Evidence of success or failure is shared during team meetings (2x month) in order to discuss additional higher order strategies and additional resources to assist in order for students to achieve at their highest level of learning.	Department Chair	June 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
3% (2)	

Ruby Ester Ruiz - Out of Field American History

Patricia Wells - Out of Field - Earth/Space Science, Physical Science

Teacher will successfully complete required training within 12 months of the assignment.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

**When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
73	5.5%(4)	1.4%(1)	42.5%(31)	35.6%(26)	37.0%(27)	97.3%(71)	16.4%(12)	6.8%(5)	86.3%(63)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Patricia Begley	Laura Goldstein/Bustamante	Ms. Begley is a highly effective teacher and works well with all staff members. Ms. Begley is certified in Math and has worked with all levels of students.	Weekly meetings, NESS meetings, informal meetings
Hector Varas	Jacqui Misiag	Mr. Varas is a highly effective teacher and has worked with the Foreign Language Department.	Weekly meetings, NESS meetings, informal meetings
Jessica Adams	Joshua Weber	Ms. Adams is a highly effective teacher and has worked with the science department for several years. She is an extremely creative teacher and enjoys assisting new staff members.	Weekly meetings, NESS meetings, informal meetings
Lenecia McCrary	Josephine Amico	Ms. McCrary is the Magnet Coordinator and has worked with all of the departments for several years.	Weekly meetings, NESS meetings, informal meetings

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title One funds provide additional teachers to assist students, particularly low performing students. Staff Development funds are used to develop a comprehensive professional training program to improve delivery of instruction through a variety of workshops designed to move teachers to mastery and improve student achievement. Parental Involvement Funds are utilized to fund monthly academic parent nights that provide parents with new skills to support student learning at home. Improving the frequency and quality of family participation and increasing family literacy are also goals of our parental involvement component. Monies are used to purchase food, supplies/materials and provide stipends for teacher presenters. Extended learning opportunities are supported with district Title One funds.

Title I, Part C- Migrant

Collaboration with community agencies will take place to ensure that needed services such as health and nutrition are provided. Remediation and tutoring service will be provided as needed.

Title I, Part D

N/A

Title II

Teachers participate in district-developed workshops in differentiated instruction and academic standards training. Summer leadership and curriculum workshops are supported with district Title One funds.

Title III

ELL students receive reading and developmental language arts instruction by a certified ESOL teacher. The Multicultural Department provides ESOL instructional materials to be used with ELL students.

Title X- Homeless

Teachers and staff members are responsible for helping to identify homeless students and referring them to the Homeless Education Program offered by the district. The purpose of the Homeless Education Program is to identify homeless students, remove barriers to their education, including school enrollment, provide them with supplemental academic and counseling case management services as well as linkages to their school social worker while maintaining school as the students stable environment.

Supplemental Academic Instruction (SAI)

SAI funds are utilized to provide additional instructional support during the school day.

Violence Prevention Programs

Crystal Lake Middle School implements the County Student Code of Conduct and follows the District Discipline Matrix. Our school enforces the District's Anti-Bullying Policy and has a zero tolerance for bullying and violence. Bullying prevention programs are supported through Peer Counseling/Conflict Mediation programs, guest speakers and student assemblies. In addition to the classroom instruction, all teachers and staff members received training on the Anti-Bully policy.

Nutrition Programs

Nutritional programs and health education are an integral part of our Science curriculum.

Housing Programs

N/A

Head Start

N/A

Adult Education

Adult education, GED and ELL classes are offered off campus during the school day and on school campus during the evening hours.

Career and Technical Education

Exploring Technology is offered as an elective class. Students learn how to embroider and engrave, design bottle rockets and

other computer generated work.

Job Training

N/A

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

- Stuart Lenoff – MTSS/RtI coordinator
- Ben Reeves - 8th Grade administrator
- Tiffany Peterson - 7th grade administrator
- Shaante Collie - 6th grade administrator
- Darlene Hudson - 8th grade guidance counselor
- Christine Donovan - 6th grade guidance counselor
- Ilene Hochbaum - 7th grade guidance counselor
- Stuart Lenoff - ESE specialist,
- Various Classroom teachers depending on students being discussed
- Kathy Chaddock - School psychologist
- Mary Hamilton -School social worker
- Janett Codling - Reading coach
- Michael Walker -ESE support
- Merribeth Dorvick - ESE support
- Lorretta Tapper - SLP

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

Grade level guidance counselors act as case managers for students who are referred to MTSS. Records are maintained by the case managers that share information with the MTSS team and the teachers who are involved with the student. Data are stored and tracked through the TERMS program. Classroom teachers collect and chart data. Guidance counselors contact MTSS/RtI coordinator with teacher concerns/student names and supportive data. Guidance department assists in interventions. Team meets once weekly to evaluate student progress and make necessary recommendations.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

Input was provided from members of the MTSS/RtI team in the development of the SIP. Members will provide in-service to the school staff in facilitating the MTSS/RtI process. MTSS members are involved in the writing of the SIP plan.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The grade level guidance counselors will collect data from teachers. Tier 1 data are routinely inspected in the areas of reading, math, writing, science and behavior. Data for each tier will be analyzed and summarized for all areas of concern. Interventions for each tier as well as content areas will be reviewed and revised as needed.

Tier 1 – teacher collects various data on students – test scores, class work, informal assessments, classroom behavior, etc. These collections would take place for all students. Students are expected to be working on academics on grade level in class and follow all class and school rules. If a student has difficulty in any area the teacher would try interventions (as stated in the Struggling Readers Chart and Struggling Math Chart) in the class and keep data. Data will be in the form of graphs and narratives. The teacher would then graph the results. If the interventions work then the teacher would continue to monitor. This process takes a minimum of six weeks.

Tier 2 – Data are used to make decisions about modifications needed to the core curriculum and behavior management strategies for all students. These same data are also used to screen for at-risk students who may be in need of Tier 2 or 3 interventions. All such students are referred to the MTSS team for consideration of how best to proceed. If interventions are not working, the teacher would take data to grade level guidance counselor. Grade level guidance counselor would then

check out the history of the student. Teacher, guidance counselor and the team would come up with interventions that could work with a small group of students that are having difficulty. The teacher will keep specific data on the student and problem. Data will be in the form of graphs and narratives. The teacher would then graph the results. The guidance counselor would bring the name and all information to the MTSS/RtI coordinator and discuss at the MTSS/RtI meeting. Data sources include the intervention records and progress monitoring charts generated by each individual student. This process takes a minimum of six weeks.

Tier 3 – A specific intervention would take place for that student. The MTSS/RtI team, teacher, and guidance counselor would meet to discuss interventions that might be used to help that student for behavior or academics. Data sources include the intervention records and progress monitoring charts generated by each individual student. The interventions would be in place for an additional six weeks and then brought back to the team.

Describe the plan to train staff on MTSS.

In-service will be provided during the pre-planning days on the MTSS/RtI process.
Follow-up training on specific areas, such as data collection and charting of data will be provided during early release days.

Describe the plan to support MTSS.

Teachers work within the team to document and try interventions. Teacher will then contact guidance for suggestions and make sure that interventions are data driven and documented. Guidance counselor will then fill out the RTI form in BASIS and give to MTSS coordinator to put on agenda.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Janet Codling - Reading Coach
Tarshe Freeman – Reading Department Head
Melissa Keefe - Science Department Head
Grace Greenwood - Language Arts Department Head
Marc Simay - Social Studies Department Head
Vicki Russ - Math Department Head
Myriam Hochman – Foreign Language Department Head
Merribeth Dorvick - ESE Support Facilitator
Rosemarie Lavoie - Curriculum Facilitator/ ESOL Contact
Jolene Sessler - Media Specialist/ Unified Arts Department Head
Tiffany Peterson - Assistant Principal
Shaante Collie - Assistant Principal
Ben Reeves - Assistant Principal
Sabine Phillips - Principal

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Literacy team will meet twice per month to work toward creating an environment that increases a love of literacy. In order to increase student motivation teachers will implement a new literacy strategy that was presented by the team. In addition this will aid in reading and writing across the curriculum. Teachers will be observed implementing the researched best practice (Comprehension monitoring, cooperative learning, graphic organizers, answering questions, generating questions, story structure and summarizing) during classroom walkthroughs. Silent sustained reading with a follow up writing activity will also take place daily in the respective departments. Teachers will collaborate to infuse more reading and writing strategies throughout the curriculum. Additionally, parent university, reading, and writing nights will teach the parents strategies to help support literacy.

What will be the major initiatives of the LLT this year?

Reading and writing will be implemented across the curriculum and reflect the Common Core literacy standards. In addition, to promote vocabulary improvement, vocabulary bell-ringers will be used to reinforce the learning of content area and academic words. Teachers will provide bell-ringers for each class period. Samples will be collected on Fridays and placed in grade level administrators mailbox. Each administrator will review the bell-ringers for progress monitoring and give feedback to each department. ALL departments will require bell ringers. Reading and writing will be incorporated in all content areas. We will implement a strategy of the month that will be presented in the PLC's by the Reading/Language Arts team to be

implemented in the different classrooms. Literacy team will share research-based practices that will be implemented in the classrooms to enhance the literacy of all students. We will be using a school wide instructional focus calendar with an emphasis on reading strategies. Teachers will be able to visit model/demonstration classrooms to see the effectiveness of the strategies being implemented. Teachers will be collaborating and using common assessments (mini benchmark assessments) that intertwine with the IFC. In addition silent sustained reading will take place in every class with an assigned writing activity that students will complete during reading. Accelerated Reader will be incorporated in all classrooms via SSR. Students will be able to access the accelerated reader web site in the media center in addition to their classrooms. Contests will be created schoolwide to increase the love of literacy. In addition, book clubs will be established after school and advertised through posters and morning announcements. A used book exchange will be established during the second semester.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

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

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

The school's plan for creating and developing highly qualified teachers who are reading endorsed is to develop a cadre of teachers from the content area to do the Content Area Reading Professional Development. First we will discuss the reading endorsement process during the PLC's. The reading endorsed teachers will walk through the process and then generate a list of teachers that are interested. We had a Reading and Writing Across the curriculum, Common Core State Standards and FCAT 2.0 workshop at Crystal Lake during the summer where approximately 30 teachers participated.

Reading strategies will be shared with all departments during PLC's. Teachers will implement strategies during lessons. Each department has a day for Sustained Silent Reading. Bell Ringers will be used in all content areas with samples being turned in to administration each week. Teachers will also continue to differentiate instruction in order to provide a learning environment that will maximize the potential for student success. The reading coach will continue to demonstrate and model differentiated instruction. FCAT prep calendar will be created and implemented to prepare all students for FCAT 2.0 in April 2013.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Based on past data, Crystal Lake Middle has shown a trend of decreased student achievement for students scoring at a Level 3. Students will use reasonable prior knowledge, make reasonable inferences and analyze information across a pair of texts. Students will practice high yield research based reading strategies. Students will be involved in the integration of technology in the reading curriculum. The goal will be to enhance critical thinking skills through higher order cognitive complexity. Additionally, students will participate in reading and writing across the curriculum. Students will be involved in literacy week.
2012 Current Level of Performance:	2013 Expected Level of Performance:
25% (333)	50% (700)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure and access to a variety of Common Core strategies, informational text and primary documents	Teachers will incorporate: Higher Order Questioning Rigorous curriculum and instruction in common assessments as well as daily instruction Pro-D Calendar and PLC Leadership plan Students will participate in: Reading/Writing across the curriculum Differentiated instruction Reflective journals Reading logs Self-Selected-Reading (SSR) Common Core strategies Graphic organizers More exposure to primary source documents Read more non-fiction Other strategies as per the Core Instructional shifts, PW Impact, and Spring Board	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
	Lack of familiarity with Common Core Standards and limited buy in and teacher motivation	Teachers will participate: In on-going professional development in Common Core Standards FAIR STAR PW Impact Success Maker Reading Plus FCAT 2.0 through PLC's	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation

2		Students will: Use reasonable prior knowledge Make reasonable inferences and analyze information across a pair of texts Practice Common Core strategies PW graphic organizers Be involved in the integration of technology for Success Maker, Reading Plus, AR			Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
3	Low level of comprehension and vocabulary skills	Teachers and Coach will: Plan targeted intervention for students utilizing the FAIR assessment toolkit to continually monitor progress in fluency, word recognition, vocabulary and comprehension. Implement School wide Vocabulary Bell Ringers School Wide Vocabulary Word Wall	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	Based upon Individual Educational Plans (IEPs) and Inventory of Basic Skills the SVE population will achieve at the supportive level in the area of reading.
2012 Current Level of Performance:	2013 Expected Level of Performance:
21% (4)	33% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive limitations	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	Brigance inventory, IObservation
2	Lack of language acquisition.	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction (SMILE curriculum) with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	Brigance inventory, IObservation
	Life skills vocabulary	Students receive	Stuart Lenoff, ESE	Documented teacher	Brigance inventory,

3	differentiated instruction with SMILE (Structured Methods in Language Education), which incorporates hands-on and teacher-directed activities, manipulatives, and repetition.	Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	IObservation
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	Based on past data, Crystal Lake Middle has shown a trend of decreased student achievement for a level 4 or 5 on FCAT reading. The high level students will be challenged to maintain or increase their scores through strengthening their inference skills. Students will practice reading strategies such as reading with a purpose, and CRISS strategies. Students will be involved in the integration of technology in the reading curriculum by infusing twenty first century strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. For enrichment, students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline, jigsaw strategy, exit slips, and reciprocal teaching.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% (375)	38% (832)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to literature and a variety of informational text	Students will participate in reading across the curriculum, differentiated instruction, literary circles, student reflective journals, reading logs, class discussion, RAP (reading with a purpose), Self-Selected-Reading (SSR), CRISS strategies, comprehension monitoring, cooperative learning, graphic organizers, answering questions, generating questions, story structure, summarizing, SQ3R, think pair share, cooperative groups and other high probability strategies as per the Instructional shifts and Spring Board strategies (IFC)/ProD Calendar	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Bell ringers IObservation
2	Level of student motivation	Teachers, coaches, and mentor peers will differentiate instruction according to current assessments. Reading enhancement including: school newsletter, media web page, and literacy events.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio

					Bell ringers IObservation
3	Low level of comprehension skills	Teachers, coaches, and peers will differentiate instruction according to ongoing assessments	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within Assigned text, student's portfolio, bell ringer, Snapshots	End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Bell ringers IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	Based upon Individual Educational Plan (IEPs) and Inventory of Basic Skills the SVE population will achieve at an independent level in the area of reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
42% (8)	52% (10)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive limitations	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots	Brigance Inventory, IObservation
2	Moderate language deficits	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction (SMILE curriculum) with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots	Brigance Inventory, IObservation
3	low word recognition skills	Students receive teacher- directed instruction in a small group setting from a multi-sensory approach to develop oral language proficiency and reading comprehension skills with SRA Reading Mastery curriculum.	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots	SRA Unit Assessments, Brigance Inventory, IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need

of improvement for the following group:

<p>3a. FCAT 2.0: Percentage of students making learning gains in reading.</p> <p>Reading Goal #3a:</p>	<p>Based on previous data, Crystal Lake Middle has shown increases in students making learning gains in reading. This year there will be a continued focus to continue this trend. Students will practice reading strategies such as reading with a purpose and CRISS strategies. Students will be involved in the integration of technology in the reading curriculum by infusing twenty first century strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. For enrichment, students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline, jigsaw strategy, exit slips, and reciprocal teaching.</p>
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<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>63% (825)</p>	<p>73% (1022)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Deficits in analyzing literary and informational text.</p>	<p>Students will participate in CRISS Strategies, reading logs, differentiated instruction, graphic organizers, SQ3R, think pair share, cooperative groups</p>	<p>Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.</p>	<p>Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots</p>	<p>PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation</p>
2	<p>Level of exposure to a variety of literature and informational text</p>	<p>Teachers, coaches, and peers will differentiate instruction based on BAT 1 & 2 results. Weaknesses will be identified and targeted through skill specific instruction. Every student will receive quarterly individualized Accelerated Reader goals to promote independent reading inclusive of literary and informational texts</p>	<p>Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.</p>	<p>Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots.</p>	<p>PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation</p>
	<p>Level of prior knowledge and grade appropriate vocabulary</p>	<p>Pull Outs/Push Ins (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.</p>	<p>Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.</p>	<p>Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots</p>	<p>PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-</p>

3				observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation Bell ringers
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	Based upon Individual Educational Plans (IEPs) and Inventory of Basic Skills the SVE population will display an increase at the
2012 Current Level of Performance:	2013 Expected Level of Performance:
38% (6)	50% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive limitations	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	Brigance Inventory and IObservation
2	Moderate to severe language deficits	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction (SMILE curriculum) with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	Brigance Inventory and IObservation
3	Independent functioning skills	Students are provided with a structured environment inclusive of individualized teacher instruction with manipulatives to address adaptive behaviors and paraprofessional aides to assist at 1:1 ratio.	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots.	Brigance Inventory and IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

	Based on this year's data, Crystal Lake Middle students in the lowest 25% decreased. The lowest 25% will have structured and systematic instruction which will enhance the learning experience. Differentiation will occur daily to ensure that individual needs are met. A mini assessment calendar will be implemented. Teachers will determine the trends and
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4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading.

Reading Goal #4:

remediate the students based on the data from each mini assessment. Individual remediation will occur with students who continue to struggle with a specific benchmark. The Reading Coach will model reading strategies for each department based on student needs. Students will practice reading strategies such as reading with a purpose, immersion in vocabulary and CRISS strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. Students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline, jigsaw strategy, exit slips, and reciprocal teaching.

2012 Current Level of Performance:

2013 Expected Level of Performance:

55% (188)

80% (275)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills and generational and cultural poverty	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson Reading, PW Impact with Rewards, Reading Plus, Success Maker, Accelerated Reader, MDE, and YMCA	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
2	Level of student preparation due to poor reading foundation	Teachers, coaches, peer will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
3	Accessing a variety of resources to assist individual or small group of students	Pull Outs/Push Ins (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker

						Data Bell ringers IObservation
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By 2013, 62% of students in grade 6 - 8 will be proficient (level 3 or above) in reading on the FCAT 2.0.					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	58	62				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	The students in these subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will practice reading strategies such as reading with a purpose, immersion in vocabulary and CRISS strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. Differentiation will occur daily to ensure that individual needs are met. Students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline jigsaw strategy, exit slips, and reciprocal teaching.
2012 Current Level of Performance:	2013 Expected Level of Performance:
23% (70) White subgroup, 64% (424) Black subgroup, 45% (142) Hispanic, 8% (2) Asian subgroup	13% (40) White subgroup, 44% (293) Black subgroup, 35% (111) Hispanic, 3% (1) Asian subgroup

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to a variety of life experiences as well as oral language skills	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson Reading, PW Impact with Rewards, Reading Plus, Success Maker, Accelerated Reader, MDE, and YMCA	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from End of Unit Assessments, FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
2	Lack of basic skills	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from End of Unit Assessments, FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation

					Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
3	Lack of reading comprehension skills	Pull Outs/Push Ins (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from End of Unit Assessments, FAIR, BAT 1 and 2, test/quizzes, teacher observation, ticket out the door, Common Assessments within assigned text, student's portfolio, bell ringers and, Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	The students in these subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will practice reading strategies such as reading with a purpose, immersion in vocabulary and CRISS strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. Differentiation will occur daily to ensure that individual needs are met. Students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline jigsaw strategy, exit slips, and reciprocal teaching.
2012 Current Level of Performance:	2013 Expected Level of Performance:
95.3% (102)	50% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of grade level academic vocabulary	Students are scheduled according to the K-12 ESOL plan and will receive structured lessons as defined in the IFC. The Developmental Language Arts class is a 90-minute class taught by a certified teacher-using district provided materials. A paraprofessional is working with our ELL population daily.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
	Lack of teacher	Teachers, coaches, and	Janett Codling,	Ongoing data analysis	PWImpact/ Pre&

2	confidence to work with students with limited English proficiency	peers will mentor students identified by the data as at risk of not reaching proficiency. Teachers will use differentiated instruction to address the needs of the students. Students will have heritage language dictionaries to use during classes as well as on tests. Testing accommodations will include extended time as well as using the heritage language dictionary. Mentoring groups will be one on one or small group depending on the needs of the student and meet weekly or bi-monthly.	Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation CELLA
3	Lack of exposure to English language literature	Students will receive structured lessons as defined in the IFC using differentiated instruction. Specific interventions include Compass Odyssey, Accelerated Reader, Reading Plus, Success maker, YMCA and FCAT Camp	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator over Reading.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Based on data, Crystal Lake Middle subgroup of Student with Disability has not made satisfactory progress. The students in this subgroup will be targeted for additional assistance as well as a more structured learning environment. Students will practice reading strategies such as reading with a purpose, Socratic seminar, and immersion in vocabulary and CRISS strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals, and literacy circles. Students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline, jigsaw strategy, exit slips, and reciprocal teaching. Differentiation will occur daily to ensure that individual needs are met.
2012 Current Level of Performance:	2013 Expected Level of Performance:
81.1% (107)	70% (92)

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Severity of disability	Students will receive structured lessons as defined in the IFC. Specific interventions include Wilson	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR

1		Reading, Compass Odyssey, Accelerated Reader, SES, and YMCA.	Tiffany Peterson, Administrator over Reading.	observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
2	Lack of parental support	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
3	Meeting the needs of individual students with different barriers/disabilities as stated in their IEP.	Pull Outs/Push Ins (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Based on data, Crystal Lake Middle subgroup of Economically Disadvantaged has shown a decreasing trend in the number of students making satisfactory progress. The students in this subgroup will be targeted for additional assistance as well as a more structured learning environment. Students will practice reading strategies such as reading with a purpose and CRISS strategies. The goal will be to enhance critical thinking skills through higher order questioning. Additionally, students will participate in grand discussions, reflective journals and literacy circles. Students will be involved in ongoing enrichment activities such as reading and writing across the curriculum, Cornell notes, KWL, highlighting, Venn diagram, power outline, jigsaw strategy, exit slips, and reciprocal teaching.			
2012 Current Level of Performance:	2013 Expected Level of Performance:			
81.1% (107)	50% (66)			
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for	Process Used to Determine Effectiveness of	Evaluation Tool

			Monitoring	Strategy	
1	Lack of prior knowledge due to cultural poverty	Students will receive 90 minutes of structured lessons as defined in the IFC. Specific interventions include Wilson Reading, PW Impact with Rewards, Compass Odyssey, Reading Plus, Success Maker, MDE, and YMCA	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
2	Level of student preparation due to poor reading foundation	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student and meet weekly or bi-monthly.	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation
3	Accessing a variety of resources to assist individual or small group of students	Teachers, coaches, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student and met weekly or bi-monthly	Janett Codling, Reading Coach/ Tarshe Freeman, Department Chair and Tiffany Peterson, Administrator for Curriculum.	Ongoing data analysis from End of Unit assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the Door, Common Assessments, student's portfolio, admit / exit slip Snapshots	PWImpact/ Pre& Post Assessment End of Unit Assessments FAIR BAT 1 and 2 DAR/FORF tests/quizzes, Teacher-observation Student's portfolio Reading plus & Success Maker Data Bell ringers IObservation

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
ELA Common Core: Unwrapping the Standards	6,7,8	Pro D Team	School wide	8/6/2012 - 6/6/2013	Log/Lesson Plans Snapshots	Administrators/ Department Chairpersons
Florida						

Assessment for Instruction in Reading	6,7,8,	Pro D Team	Reading/Language Arts Department	08/13/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Administrators/Department Chairpersons
Technology Integration in Reading Instruction	6,7,8	Technology Team	School wide	08/13/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Administrators/ Department Chairpersons

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Pro D Team	Title One	\$1,750.00
Curriculum Development	Pro D Team	Title One	\$2,556.50
			Subtotal: \$4,306.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Various Vendors	Accountability	\$500.00
LCD projector, cart, speakers		Title One	\$900.00
			Subtotal: \$1,400.00
			Grand Total: \$5,706.50

End of Reading Goals

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal # 1:		Based on the data from the CELLA test, students need an increase of language development as they are learning the content areas.			
2012 Current Percent of Students Proficient in listening/speaking:					
53% (72)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	Varied amount of language ability	Students will have a greater exposure to language using the picture dictionary, and listening to recorded passages while following in the text book. TPR... Total Physical Response Word Bank VIS... Vocabulary Instructional Strategy Realia and manipulatives Think-pair-share Journaling Choral speaking Oral Reading Discussion/ Debate Cultural Sharing Visualization	Joseph Lerebours, ELL teacher, Janett Codling, Reading Coach, Tiffany Peterson, Assistant Principal	Teacher observation, student conversation,	IPT tests, CELLA tests, FAIR, Reading Plus
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Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	Based on the data from the CELLA test, students show a deficiency in reading. Students will be exposed to a variety of literature and teaching and learning strategies in a structured environment to increase reading.
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2012 Current Percent of Students Proficient in reading:

14% (20)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of exposure to literature	Reciprocal Teaching Discussion Think aloud Retelling Dictation Interview Cooperative Grouping	Joseph Lerebours, ELL teacher, Janett Codling, Reading Coach, Tiffany Peterson, Assistant Principal	Observation	FAIR/ AR/ Reading Plus/ Portfolio/ IPT/ CELLA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	Based on data from the CELLA, students need to develop academic language for both oral and written communication.
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2012 Current Percent of Students Proficient in writing:

11% (15)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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1	Lack of familiarity with the language	Writing Frames Mentor text Modeling Conferencing Summaries Reciprocal Teaching Graphic Representation	Joseph Lerebours, ELL teacher, Janett Codling, Reading Coach, Tiffany Peterson, Assistant Principal	Observation Student Sample Retelling	Portfolio Student writing Samples Rubrics IPT CELLA FAIR FCAT
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CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Middle School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics.</p> <p>Mathematics Goal # 1a:</p>	<p>Based on data, Crystal Lake Middle decreased this past year after maintaining a stable percentage in previous years. The new Common Core Curriculum Standards will provide rigor to the curriculum at a higher level of expectations. In addition, we will provide in-service to teachers designed to incorporate best practice teaching strategies to help students become more prepared in testing situations. Develop a plan to hold all math teachers accountable for teaching the Common Core Curriculum that includes expectations and strategies. Provide district-wide professional development on differentiation to increase the capacity of teachers to adapt and/or design instruction to meet the diverse needs of students..</p>
<p>2012 Current Level of Performance:</p>	<p>2013 Expected Level of Performance:</p>
<p>23% (312)</p>	<p>45% (613)</p>

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Common Core Standards	Teachers will meet in instructional teams (PLC's) to develop common formative assessments, bell ringers (MGM strategy) and share strategies for remediation.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams.
2	Lack of motivation	Teachers, department head, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams.
3	Lack of pre-requisite skills	Pull Outs (Conferencing/Student Data Chats) Department head and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

<p>1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.</p>	<p>Based on students cognitive and independent functioning,</p>
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Mathematics Goal # 1b:	students will show an increase in test scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
33% (6)	50% (9)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition, multiple severe disabilities	Touch Math, Moving with Math, and other programs will be used to increase students knowledge of math. Manipulatives will be implemented to increase comprehension of math	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observations, informal assessment, Brigance inventory of basic skills	Brigance inventory of basic skills FAA Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal # 2a:	Based on past data, Crystal Lake Middle has maintained a comparable number of students achieving a level 4 or 5 on FCAT mathematics. The high level students will be challenged to maintain or increase their scores with challenging math curriculum.
2012 Current Level of Performance:	2013 Expected Level of Performance:
30% (409)	45% (613)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of enrichment opportunities	Students will receive structured lessons as defined in the IFC. Specific interventions include: Dimension U, Gizmos, BrainPop. Teachers will meet in instructional teams to develop common formative assessments	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams.
2	Due to placement in high achievement level courses, students lack preparation of specific standards.	Teachers will share in PLC's, strategies and bell ringers that will assist students in maintaining and understanding standards needed for basic operations.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment:	
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Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	Based on students cognitive and independent functioning, students will show an increase in test scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
22% (4)	30% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition multiple severe disabilities	Touch Math, Moving with Math, and other programs will be used to increase students knowledge of math. Manipulatives will be implemented to increase comprehension of math. Low pupil teacher ratio. Intensive specialized instruction.	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observations, informal assessment, Brigance inventory of basic skills	Brigance inventory of basic skills FAA Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Crystal Lake Middle decreased in students making learning gains in mathematics this year. By using previous year's results of students scoring Level 1 and Level 2 on the FCAT to identify areas of weakness in math and we will target those areas on a daily basis through classroom presentations, focus lessons, FCAT Prep, and lesson plans utilizing learner outcomes. In addition provide professional development on differentiation of instruction to increase the capacity of teachers to adapt and/or design instruction to meet the diverse needs of students
2012 Current Level of Performance:	2013 Expected Level of Performance:
59% (784)	70% (923)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills	Students will receive structured lessons as defined through the IFC using the Common Core Standards. Specific interventions include small groups, Compass Odyssey, SES, and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams
	Lack of student	Pull Outs	Vicki Russ,	Ongoing data analysis	Mini assessments

2	preparation	(Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals.	Department Chair, Shaante Collie, Assistant Principal for Math	from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams
3	Lack of prior knowledge	(Push In- Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal # 3b:	Based on students cognitive and independent functioning, students will show an increase in test scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (3)	75% (14)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition, multiple severe disabilities	Touch Math, Moving with Math, and other programs will be used to increase students knowledge of math. Manipulatives will be implemented to increase comprehension of math. Low pupil teacher ratio. Intensive specialized instruction.	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observations, informal assessment, Brigance inventory of basic skills	Brigance inventory of basic skills FAA Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal # 4:	Crystal Lake Middle students in the lowest 25% didn't show improvement. The lowest 25% will have a stronger, more structured classroom environment to enhance the learning experience. Teachers will provide instruction through whole and small group mini-lessons. As well as incorporating the technology based program "Successmaker". Students will have extended opportunities for math lessons and homework with guided practice. Teachers' lesson plans will reflect appropriately modified lesson plans for underachieving students. Additional opportunities and support will be provide for the students through the 21st Century /YMCA after-school tutoring program
2012 Current Level of Performance:	2013 Expected Level of Performance:

47% (161)			70% (240)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills	Students will receive structured lessons as defined in the IFC using the Common Core Standards. Specific interventions include small groups, Successmaker, Compass Odyssey, SES, and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams
2	Students lack of comprehension skills	Push In and Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals. Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Middle School Mathematics Goal # By 2013, 64% of students in grades 6-8 will be proficient (level 3 or above) in mathematics on the FCAT 2.0.				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	53	64				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Based on data, Crystal Lake Middle AYP subgroup of Black hasn't made AYP. This year the Hispanic subgroup also did not make AYP. The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Implementation of effective strategies will help to close achievement gaps. Provide more instructional time for low-achieving students, including After School programs. Provide professional development on flexible grouping.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (439) Black 41% (131) Hispanic	50% (335) Black 30% (96) Hispanic

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills and Generational and cultural poverty	Students will receive structured lessons as defined in the IFC using the Common Core Standards. Specific interventions include small groups, Compass Odyssey, SES, and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers. Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals. Push In-Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests teacher observation Quizzes Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	Based on data, Crystal Lake Middle AYP subgroup of English Language Learners hasn't made AYP. The students in the subgroup will be targeted for additional assistance as well as a more structured learning environment. Work with ELL teachers, to support struggling students through the use of supplemental materials and effective strategies. Implement effective strategies to close achievement gaps.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
92% (99)	50% (54)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Lack of grade level academic vocabulary	Students will receive structured lessons as	Vicki Russ, Department Chair,	Ongoing data analysis from	Mini assessments BAT 1 and 2

1		defined in the IFC using the Common Core Standards. Specific interventions include small groups, Successmaker, Compass Odyssey, SES, and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers.	Shaante Collie, Assistant Principal for Math	mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Chapter tests Quizzes teacher observation Alternative assessments Quarterly, Midterm and Final exams
2	Lack of teacher confidence to work with students with limited English proficiency	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals. Push In- Teachers (Math Department Head) and coaches (Curriculum Facilitator) will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs. Teachers will pair students to help with understanding the lessons.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Alternative assessments Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Based on data, Crystal Lake Middle AYP subgroup of Student with Disability hasn't made AYP. The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Implement effective strategies to close achievement gaps. Provide more instructional time for low-achieving students, including After School programs. Provide professional development on flexible grouping
2012 Current Level of Performance:	2013 Expected Level of Performance:
82% (111)	50% (68)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the needs of individual students with different barriers/disabilities as stated in their IEP.	Students will receive structured lessons as defined in the IFC using the Common Core Standards. Specific interventions include small groups, Successmaker, Compass Odyssey,	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

		SES, and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers.			
2	Wide range of disabilities	Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals. Push-In Teachers and coaches will push in to the classrooms to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal #5E:	Based on data, Crystal Lake Middle AYP subgroup of Economically Disadvantaged hasn't made AYP. The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Implement effective strategies to close achievement gaps. Provide more instructional time for low-achieving students, including After School programs. Provide professional development on flexible grouping.
2012 Current Level of Performance:	2013 Expected Level of Performance:
57% (582)	40% (409)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills and Generational and cultural poverty	Students will receive structured lessons as defined in the IFC using the Common Core Standards. Specific interventions include small groups, Y-Force and YMCA. Teachers will meet in instructional teams to develop common formative assessments and bell ringers. Pull Outs (Conferencing/Student Data Chats) Coaches and teachers will meet individually with students to discuss student progress, areas of strength and weakness, and to revisit goals. Push In-Teachers and coaches will push in to the classrooms	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

to model strategies, team teach, assist with cooperative learning, and to assist teachers with differentiated instruction based on student needs.

Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Algebra. Algebra Goal #1:	Based on data, CLMS had a 95% passing rate on the Algebra EOC. Teachers will continue to use the Common Core curriculum standards to provide rigor to the curriculum at a higher level of expectation.
2012 Current Level of Performance:	2013 Expected Level of Performance:
53% (92)	75% (130)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' deficiency of adequate mathematics problem solving strategies	Teachers will meet in instructional teams (PLC's) to develop common formative assessments, bell ringers (MGM strategy) and share strategies for remediation.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams
2	Difficulty implementing the steps to problem solving	Teachers, department head, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Algebra. Algebra Goal #2:	The high level students will be challenged to maintain or increase their scores with challenging math curriculum as well as utilizing the practice EOC exam support that can be found on BEEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% (70)	55% (95)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient student motivation toward learning algebra	Students will receive additional practice with county developed EOC practice tests. Computer based programs will be used for motivation for increase of student knowledge in subject area.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Algebra Goal # 3A : <input type="text"/>				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra. Algebra Goal #3B:	The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will be challenged to be more motivated with the challenging math curriculum as well as utilizing online tools that would allow them to increase their Algebraic thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White: 4% (3), Black: 6% (3), Hispanic 13% (4), Asian 17% (1)	White: 2% (2), Black 3% (2), Hispanic 7% (2), Asian 8% (.5)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding algebraic terminology	Infusing vocabulary strategies during mathematic instruction to build and /or enhance algebraic comprehension	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Algebra. Algebra Goal #3C:	
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2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Algebra. Algebra Goal #3D:	The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will be challenged to be more motivated with the challenging math curriculum as well as utilizing online tools that would allow them to increase their Algebraic thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
20% (1)	10% (1)

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding algebraic terminology	Infusing vocabulary strategies during mathematic instruction to build and /or enhance algebraic comprehension	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Algebra. Algebra Goal #3E:	The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will be challenged to be more motivated with the challenging math curriculum as well as utilizing online tools that would allow them to increase their Algebraic thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
7% (6)	4% (3)

Problem-Solving Process to Increase Student Achievement					
			Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding algebraic terminology	Infusing vocabulary strategies during mathematic instruction to build and /or enhance algebraic comprehension	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

End of Algebra EOC Goals

Geometry End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students scoring at Achievement Level 3 in Geometry. Geometry Goal #1:			Based on data, CLMS had a 95% passing rate on the Geometry EOC. Teachers will continue to use the Common Core curriculum standards to provide rigor to the curriculum at a higher level of expectation.		
2012 Current Level of Performance:			2013 Expected Level of Performance:		
38% (30)			30% (23)		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students' deficiency of adequate mathematics problem solving strategies	Teachers will attend GEM related workshops to make them aware of the challenges/rigor needed to become proficient in the subject area.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis From mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams
2	Difficulty implementing the steps to problem solving	Teachers, department head, and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the student	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2. Students scoring at or above Achievement Levels 4 and 5 in Geometry. Geometry Goal #2:	The high level students will be challenged to maintain or increase their scores with challenging math curriculum as well as utilizing the practice EOC exam support that can be found on BEEP.
2012 Current Level of Performance:	2013 Expected Level of Performance:

60% (47)		70% (53)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Insufficient student motivation toward learning geometry	Students will receive additional practice with county developed EOC practice tests. Computer based programs will be used for motivation for increase of student knowledge in subject area.	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

3A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Geometry Goal # <input type="text"/>			
3A :		<input type="text"/>			
Baseline data 2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Geometry. Geometry Goal #3B:	The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will be challenged to be more motivated with the challenging math curriculum as well as utilizing online tools that would allow them to increase their Geometric thinking.
2012 Current Level of Performance:	2013 Expected Level of Performance:
Black 7% (1), Hispanic 4% (1)	Black 0%, Hispanic 0%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding geometry terminology	Infusing vocabulary strategies during mathematic instruction to build and /or enhance geometric comprehension	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3C. English Language Learners (ELL) not making satisfactory progress in Geometry. Geometry Goal #3C:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3D. Students with Disabilities (SWD) not making satisfactory progress in Geometry. Geometry Goal #3D:				
2012 Current Level of Performance:		2013 Expected Level of Performance:		
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

3E. Economically Disadvantaged students not making satisfactory progress in Geometry. Geometry Goal #3E:		The students in the subgroups will be targeted for additional assistance as well as a more structured learning environment. Students will be challenged to be more motivated with the challenging math curriculum as well as utilizing online tools that would allow them to increase their Geometric thinking.		
2012 Current Level of Performance:		2013 Expected Level of Performance:		
5% (2)		2% (1)		
Problem-Solving Process to Increase Student Achievement				
		Person or	Process Used to	

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with analyzing and understanding geometry terminology	Infusing vocabulary strategies during mathematic instruction to build and /or enhance geometric comprehension	Vicki Russ, Department Chair, Shaante Collie, Assistant Principal for Math	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the door, alternative assessments Walkthroughs	Mini assessments BAT 1 and 2 Chapter tests Quizzes teacher observation Quarterly, Midterm and Final exams

End of Geometry EOC Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Math Common Core: Unwrapping the Standards	6,7,8	Pro D Team	School Wide	08/06/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Administrators/ Department Chairpersons
Technology Integration in Math Instruction	6,7,8	Technology Team	School Wide	08/13/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Administrators/ Department Chairpersons

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Calculators	Various Vendors	School Budget	\$1,650.00
			Subtotal: \$1,650.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core Standards	Pro D Team	Title One	\$1,750.00
Curriculum Development	Pro D Team	Title One	\$2,556.50
			Subtotal: \$4,306.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Various Vendors	Accountability	\$500.00
Materials and supplies for trainings	Various Vendors	Title One	\$550.00
			Subtotal: \$1,050.00
			Grand Total: \$7,006.50

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	The next generation sunshine state standards will drive the curriculum to higher standards. Innovative and interesting teaching strategies will also help students learn and use new information, concepts, and skills to enhance their abilities.
2012 Current Level of Performance:	2013 Expected Level of Performance:
26.2% (117)	35% (156)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest in science	Teachers and peers will mentor students identified by the data as at risk of not reaching proficiency. Mentoring groups will be one on one or small group depending on the needs of the students. Students will be supported in carrying out research and investigations for science fair projects. Differentiated instruction will be used to address the needs of all students	Melissa Keefe, Science Department Head, Shaante Collie, AP assigned to science	PLC meetings During instruction teachers will be able to use these common formative assessments with rubrics to quickly assess needs of learners. Teachers will meet in PLC's to discuss effectiveness of their formative assessments and collaboratively make changes	Science Mini-assessments Formative Assessments Evidence of student work
2	Reading proficiency of students	Pull-outs: The science department head will conduct hands-on investigations and review with small groups of students that need direct tutoring. Student needs will be identified by the classroom teacher's assessments and results from Benchmark Assessments and Mini-assessments. Science department head will use CRISS strategies and differentiated instruction	Melissa Keefe, Science Department Head, Shaante Collie, AP assigned to science.	The science department head will assess student mastery during and after the activity. There will be observation of skills assessments and formal written assessments. Teachers will be able to work with students after the pull-outs to determine if students were able to increase their mastery of concepts.	Textbook assessments Mini-assessments
3	Classroom equipment.	Students will receive structured lessons as defined in the IFC. Not all classrooms have science equipment. We will try to make a room accessible to teachers that need a lab room.	Melissa Keefe, Science Department Head, Shaante Collie, AP assigned to science.	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation.	Classroom Walkthroughs Mini-assessments BAT 1 and 2 daily assignments test/quizzes teacher observation

	Specific interventions include small groups, Compass Odyssey, SES, and YMCA.		
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	Based on students cognitive and independent functioning, students will show an increase in test scores.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	67% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition, multiple severe disabilities	Hands on, group demonstrations and Unique Learning Systems	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observations, informal assessment, Brigance inventory of basic skills	Brigance inventory of basic skills FAA Practice FAA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Based on past data, Crystal Lake Middle has had number of students achieving a level 4 or 5 on FCAT science. The higher level students will be challenged to maintain or increase their scores with challenging science classes, science initiative strategies, accelerated science programs, and other individualized programs will be used to advance the specific individual academic skills. In addition continuous planning by science teachers at all grade levels is necessary to insure that student achievement is adequate to maintain school wide progress
2012 Current Level of Performance:	2013 Expected Level of Performance:
15% (53)	25% (100)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Varied learning styles	Podcasts/iMovie/Interactive technologies/Virtual labs Students will be asked to create an audio/visual presentation that helps teach students struggling in different units in the curriculum	Melissa Keefe, Science Department Head, Ben Reeves, AP assigned to science.	Ongoing data analysis from mini-assessments, BAT 1 and 2, daily assignments, test/quizzes, teacher observation, tickets out the	Classroom Walkthroughs Textbook assessments Mini-assessments

	Students will carry out research and investigations for science fair projects.	door Teachers will monitor the data of their students
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	Based on students cognitive and independent functioning, students will show an increase in test scores.
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2012 Current Level of Performance:	2013 Expected Level of Performance:
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0% (0)	33% (2)
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Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of language acquisition, multiple severe disabilities	Hands on, group demonstrations, Unique Learning Systems	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observations, informal assessment, Brigance inventory of basic skills	Brigance inventory of basic skills FAA Practice FAA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Development	6,7,8	Pro D Team	School Wide	06/10/2013 - 06/30/2013	Pro D Calendar	Assistant Principals/ Department Chairperson
Common Core	6,7,8	Pro D Team	School Wide	08/08/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Assistant Principals/Department Chairperson
Technology Integration	6,7,8	Technology Team	School Wide	08/13/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Assistant Principals/ Department Chairperson
Reading and Writing Across the Curriculum	6,7,8	Literacy Team	School Wide	08/13/2012 - 06/06/2013	Log/Lesson Plans Snapshots	Assistant Principals/ Department Chairperson

Science Budget:

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Common Core State Standards	Pro D Team	Title One	\$1,750.00
Curriculum Development	Pro D Team	Title One	\$2,556.50
			Subtotal: \$4,306.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Various Vendors	Accountability	\$500.00
Materials and supplies for trainings	Various Vendors	Title One	\$550.00
			Subtotal: \$1,050.00
			Grand Total: \$5,356.50

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Based on data, Crystal Lake Middle has shown a steady decrease of students writing at proficiency. Through Springboard and Legacy Writes, all students will receive writing instruction focused on the 6 Traits of writing, the writing process, and response to a variety of texts. By May 2013, a minimum of 79% of the grade 8 students will be writing at proficiency, i.e., at 4.0 or above on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
68.8% (309)	79% (396)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of basic skills (vocabulary, conventions, writing experience)	Interactive Word Walls & Vocabulary Bell ringers – students will learn academic vocabulary embedded in Springboard curriculum as well as enrichment vocabulary and conventions via use of Caught Ya. Continue using Springboard Writer's	Grace Greenwood LA Department Chair, Tarshe Freeman, Literacy Coach, Tiffany Peterson, assistant principal assigned to Language Arts.	Classroom visitation Monitoring students' growth in writing based on writing scores Student writing portfolios	Classroom visitation Student writing portfolios

		Workshop and Legacy Writes pacing guide to practice the writing process and six traits via parts of the essay followed by timed practice. Pull out for differentiation depending on students' needs			
2	Accessing a variety of resources to assist individual or small groups of students.	Students will be following the Springboard curriculum that includes a variety of texts, print, video, and audio and resources such as interactive word walls & visual displays. Researched-based teaching and learning strategies include reading, writing, viewing, speaking and listening, and collaboration. Students will also have access to classroom libraries to strengthen the reading/writing connection	Grace Greenwood LA Department Chair, Tarshe Freeman, Literacy Coach, Tiffany Peterson, assistant principal assigned to Language Arts.	Writer's workshop Teacher/ students & peer conferences Snapshots PLC and departmental discussions and reflections	Follow-up with student samples Observation of differentiated instruction

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing. Writing Goal #1b:	Based upon Individual Educational Plan (IEPs) and Inventory of Basic Skills the SVE population will achieve at an independent level in the area of writing.
2012 Current Level of Performance:	2013 Expected Level of Performance:
50% (3)	67% (4)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Cognitive limitations	Students are placed in a specialized setting with low pupil-teacher ratio (3:1) and receive intensive specialized instruction with assistive technology (Little Macs, IntelliKeys, and Boardmaker).	Stuart Lenoff, ESE Specialist, Merribeth Dorvick, Department Chair, Norma Hill, Classroom Teacher	Documented teacher observation checklist, informal assessments, IEP Goal monitoring, and snapshots	Brigance Inventory, Observation

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
SpringBoard	6, 7, 8	Literacy Coach, Reading Coach, & Department Chair	Language Arts Department	08/13/2012 - 06/06/2013	Lesson Plans, Observation	Assistant Principals/Department Chairperson
Legacy Writes	6, 7, 8	Legacy Writes Expert	Language Arts Department	08/13/2012 - 06/06/2013	Lesson Plans, Observation	Assistant Principals/Department Chairperson
Common Core State Standards	6, 7, 8	Pro D Team	All Department Chairpersons	08/13/2012 - 06/06/2013	Lesson Plans, Observation	Assistant Principals/Department Chairperson

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Teaching Writing Process & Traits in Parts	Legacy Writes	Title One	\$4,999.00
			Subtotal: \$4,999.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
SpringBoard	CollegeBoard	School Board	\$0.00
Common Core	Pro D Team	Title One	\$1,750.00
Curriculum Development	Pro D Team	Title One	\$4,556.50
			Subtotal: \$6,306.50
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Incentives	Various Vendors	Accountability	\$500.00
Materials and supplies for trainings	Various Vendors	Title One	\$550.00
			Subtotal: \$1,050.00
			Grand Total: \$12,355.50

End of Writing Goals

Civics End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students scoring at Achievement Level 3 in Civics.	
Civics Goal #1:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students scoring at or above Achievement Levels 4 and 5 in Civics. Civics Goal #2:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Civics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Subtotal: \$0.00			
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal: \$0.00			
Grand Total: \$0.00			

End of Civics Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Attendance					
Attendance Goal # 1:		To increase daily attendance in grades 6, 7, and 8.			
2012 Current Attendance Rate:		2013 Expected Attendance Rate:			
94.2% (1347)		96% (1354)			
2012 Current Number of Students with Excessive Absences (10 or more)		2013 Expected Number of Students with Excessive Absences (10 or more)			
194		85			
2012 Current Number of Students with Excessive Tardies (10 or more)		2013 Expected Number of Students with Excessive Tardies (10 or more)			
222		100			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who are late to school consistently	Parental contact from Grade Level Administrator	Grade Level Administrator and/or Guidance Counselor	Attendance Clerk will pull daily attendance records and end of quarter record will be given to the Grade Level Administrator and Guidance Counselor	Attendance Records from School Reports and daily internal attendance records
	Lack of transportation	Alternative methods for transportation or Car	Grade level guidance	Attendance Clerk will pull daily attendance	Attendance records

2		Pool	counselor/Social Worker	records and end of quarter record will be given to the Grade Level Administrator and Guidance Counselor	Parent link
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension	Based on data, Crystal Lake Middle has a large number of students that are repeat offenders for suspension. Many of the students are referred to Family Counseling Program, placed on daily progress reports, and counseled.

Suspension Goal #1:	These students will be monitored closely to see if there are underlying problems that are causing them to be repeat offenders. This year we will be rewarding those students without referrals as well as giving different rewards for those students with improved behavior.
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
965	900
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
366	315
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
181	100
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
115	77

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of consistent implementation of classroom management strategies by teachers	Provide classroom management training to entire staff	Administrator	Classroom Walk-through	Rubric or Time on Task Instrument
2	Referrals increase during the month of December since students are afraid of being home alone and away from their friends for two weeks.	Teachers review classroom rules, expectations, and procedures daily. Family counseling will be used as needed. Grade level counselors will address small groups of targeted students	Team Leader	Classroom walk-through	Student disciplinary referrals.
3	Monitoring keeping track of the students that have been behaving correctly.	Students with no referrals will be rewarded with an incentive. Students with improved behaviors will be rewarded with an incentive.	Grade level administrator	Reduced number of referrals	Number of student referrals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
CLMS Discipline Plan	6,7,8	Administrators	School Wide	08/06/2012 - 08-31-2012	Discipline Committee meetings	Administrators

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Referral Free Awards	Various Vendors	PTSA, Partners in Education	\$2,000.00
			Subtotal: \$2,000.00
			Grand Total: \$2,000.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		Parents will be given the opportunity to participate in many organizations and events including but limited to SAC/SAF, PTSA meetings, Open House, five parent nights sponsored by different academic departments, athletic events, Parent University, band concerts, booster clubs, field trips, field day, and workshops offered by the Title I Parent Center.			
Parent Involvement Goal #1:					
<i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>					
2012 Current Level of Parent Involvement:		2013 Expected Level of Parent Involvement:			
57% (820)		75% (1053)			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

1	See PIP	See PIP	See PIP	See PIP	See PIP
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Parent University	Various	Title One, Partners, PTSA	\$2,500.00
Open House, Family Nights	Various	Title One	\$6,759.00
			Subtotal: \$9,259.00
			Grand Total: \$9,259.00

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	Expand the number of students who ultimately pursue advanced degrees and careers in STEM fields and broaden the participation of women and minorities in those fields.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Lack of interest	<ul style="list-style-type: none"> •Provide access to STEM courses for all students: in school or virtual/online. •Promote participation in formal STEM courses in middle and high school: high school credit in middle-grades, advanced and honors coursework 6-12, and AP courses. •Promote student involvement in STEM clubs, events and organizations: SECME, Science Fair, Math & Science Competitions 	Administrator/ department chairperson	Increased enrollment in STEM classes and extracurricular activities	Enrollment count in STEM related courses and after school programs.
2	Women and minority perception with participation in math and science courses	Provide opportunities for student internships and research experiences <ul style="list-style-type: none"> •Develop school-based STEM clubs, events and organizations, and promote enrolment from the under-represented populations: SEMCE, Science Fair, Robotics 	Administrator/ department chairperson	Increased enrollment in STEM classes and extracurricular activities	Enrollment count in STEM related courses and after school programs.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Grand Total: \$0.00			

End of STEM Goal(s)

Career and Technical Education (CTE) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. CTE				
CTE Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

CTE Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CTE Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Writing	Teaching Writing Process & Traits in Parts	Legacy Writes	Title One	\$4,999.00
				Subtotal: \$4,999.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Calculators	Various Vendors	School Budget	\$1,650.00
				Subtotal: \$1,650.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Common Core Standards	Pro D Team	Title One	\$1,750.00
Reading	Curriculum Development	Pro D Team	Title One	\$2,556.50
Mathematics	Common Core Standards	Pro D Team	Title One	\$1,750.00
Mathematics	Curriculum Development	Pro D Team	Title One	\$2,556.50
Science	Common Core State Standards	Pro D Team	Title One	\$1,750.00
Science	Curriculum Development	Pro D Team	Title One	\$2,556.50
Writing	SpringBoard	CollegeBoard	School Board	\$0.00
Writing	Common Core	Pro D Team	Title One	\$1,750.00
Writing	Curriculum Development	Pro D Team	Title One	\$4,556.50
				Subtotal: \$19,226.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Incentives	Various Vendors	Accountability	\$500.00
Reading	LCD projector, cart, speakers		Title One	\$900.00
Mathematics	Incentives	Various Vendors	Accountability	\$500.00
Mathematics	Materials and supplies for trainings	Various Vendors	Title One	\$550.00
Science	Incentives	Various Vendors	Accountability	\$500.00
Science	Materials and supplies for trainings	Various Vendors	Title One	\$550.00
Writing	Incentives	Various Vendors	Accountability	\$500.00
Writing	Materials and supplies for trainings	Various Vendors	Title One	\$550.00
Suspension	Referral Free Awards	Various Vendors	PTSA, Partners in Education	\$2,000.00
Parent Involvement	Parent University	Various	Title One, Partners, PTSA	\$2,500.00
Parent Involvement	Open House, Family Nights	Various	Title One	\$6,759.00
				Subtotal: \$15,809.00
				Grand Total: \$41,684.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

j _n Priority	j _n Focus	j _n Prevent	j _n NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

[View uploaded file](#) (Uploaded on 10/19/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

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. Please verify the statement above by selecting "Yes" or "No" below.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Various support materials for the classrooms	\$5,025.00
Incentives, awards, calculators	\$2,000.00

Describe the activities of the School Advisory Council for the upcoming year

Monthly SAC meetings
Parent University
Monitoring SIP - Staff members will share monthly with committee on implementation of SIP. Committee will review plan for additional suggestions.
Discussion/Disbursement of Funds
Supplemental materials for reading, math and science will be purchased that have been proven to assist students on the FCAT.
Incentives for students

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Broward School District CRYSTAL LAKE COMMUNITY MIDDLE 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	65%	66%	80%	44%	255	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	61%	61%			122	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	57% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					493	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					C	Grade based on total points, adequate progress, and % of students tested

Broward School District CRYSTAL LAKE COMMUNITY MIDDLE 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	66%	67%	91%	51%	275	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	68%			130	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	53% (YES)	61% (YES)			114	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					519	
Percent Tested = 99%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested