

Crystal River Middle School

School Improvement Plan 2018-2019



Vision:

All students are equipped to be successful contributors to the school, community, and society.

Mission:

To educate, motivate, and drive success for all students through rigor, relevance, and relationships.

EQ: How can we improve standards based instruction to maximize student achievement growth?

Areas of Focus:

1. Curriculum & Pedagogy
2. Discipline - consistency, PBS,
3. Communication with staff, students and parents

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Schedule PD focusing on improvement of high yield teaching practices <ol style="list-style-type: none"> a. 5D PD for staff with an emphasis on Curriculum & Pedagogy b. Core Connections refresher utilizing District TOSA c. Unpacking the standards through departments with horizontal and vertical alignment d. District TOSA model use of District Formative Assessments 2. CRMS School-wide Expectations –to include use of AVID 4 domains (Leadership, Systems, Instruction, Culture), Fundamental 5, Core connections, and standards-based assessments. 3. PrePlanning/First Week <ol style="list-style-type: none"> a. Send out email to staff welcoming them back and letting them know that we will be focusing on Curriculum and Pedagogy for the upcoming school year. Teachers can begin creating lesson plans incorporating Curriculum & Pedagogy indicators. b. Overview of the 5D tool c. Meet with grade level/departments to discuss the tool with a focus on the curriculum and pedagogy indicators 4. Monthly <ol style="list-style-type: none"> a. Facilitate walk-throughs with a focus on 5D b. Discuss walk-through data with leadership team and determine what needs to 	<ol style="list-style-type: none"> 1. Walk-through Data <ol style="list-style-type: none"> a. Monthly review with Admin Team b. Systematic and scheduled walk-through system by administrative team c. Weekly review and provide feedback regarding lesson plans of selected grade level or subject area d. Midterm and Quarterly progress monitoring of Bottom Quartile c. Minutes/summary of monthly department/PLC meetings indicating discussion of Curriculum and Pedagogy 	<p>Students scoring at or above Level 3 on any statewide assessment will increase by 5%</p> <p>Bottom Quartile students demonstrating learning gains will increase by 50%.</p>



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
<p>Core Content Areas (cont.)</p> <p>shared with staff/departments.</p> <p>c. Staff member share out evidence of improved Curriculum & Pedagogy in their classrooms/lessons at staff, PLC and Department meetings, sharing best practices of proficient and distinguished lessons. Planning for future lessons. Admin team member assigned to attend each department/grade level meeting. Provide templates for taking notes at each meeting.</p> <p>d. Integrate Curriculum and Pedagogy into all PLCs, facilitated by department heads</p>		



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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Behavior	Use of PBIS rewards app Communicating discipline data monthly with staff Promote a positive school culture through advertising student successes Provide teacher expectations for school-wide behavior plan	Analyze discipline data monthly Office discipline referrals will decrease by 5% PBIS Rewards App will be utilized by 100% of staff.
Acceleration	Current 6th grade students scoring a 3 or 4 on the Math FSA will be enrolled in Advanced math. Current 6th grade students scoring a level 5 on the math FSA will be enrolled in 7th grade advanced math. Current 7th grade students scoring a level 3, 4, or 5 on the Math FSA will be enrolled in 7th grade advanced math Current 8th grade students scoring a level 4 or 5 on the Math FSA will be enrolled in Algebra 1 Honors All students enrolled in 7th grade advanced the previous year will be enrolled in Algebra 1 Honors. All students previously enrolled in Algebra 1 Honors will be enrolled in Geometry Honors.	Monitor student progress through student grades and formative assessments. 100% of students will score 3 or above on the Algebra and Geometry EOCs

School Grades								
2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A	B	A	B	B	C	



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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:
 - i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
 - ii. One or more suspensions, whether in school or out of school
 - iii. Course failure in English Language Arts **or** mathematics
 - iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Early Warning Indicators:

1. Attendance below 90 percent, regardless of whether absence is excused or a result of OSS.
2. One or more suspensions, whether ISS or OSS.
3. Course failure in ELA or Math.
4. Level 1 score on the statewide standardized assessments in ELA or Math

2. Provide the following data related to the school's early warning system:
 - i. The number of students by grade level that exhibit each early warning indicator listed above
 - ii. The number of students identified by the system as exhibiting two or more early warning indicators

	Attendance	Suspension	Course Failure	Level 1	Two or More EWS Indicators
Grade 6	41	51	9	55	Grade 6 34
Grade 7	60	99	1	93	Grade 7 67
Grade 8	59	93	3	109	Grade 8 84

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

PLC meetings discussing student data; Data Days, Midterm and Quarterly Progress Monitoring

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

Weekly PLC meetings, Grade level meetings, Data days, Mentor teachers

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

Vertical and horizontal alignment, unpacking the standards, and weekly PLC meetings,

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

Achieve 3000, Aleks, Grade and Credit recovery through Edgeniuty, Formative assessments to identify areas of need, Study island small groups, andn USA Test Prep.