Crestwood Community Middle

2015-16 School Improvement Plan

Crestwood Community Middle

64 SPARROW DR, Royal Palm Beach, FL 33411

www.edline.net/pages/crestwood_ms

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	62%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	B*	B	B	A

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	[Gayle Sitter](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Crestwood Middle School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

Crestwood Middle School envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

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

Single School Culture and appreciation for multicultural diversity, in the appropriate areas, as required by School Board Policy 2.09 is at the heart of Crestwood. Crestwood addresses the three parts of Single School Culture, Academics, Behavior, and Climate throughout the school year. Single School Culture is the district's belief system and practices regarding academics, behavior, and climate.
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Crestwood staff will ensure that relationship-building is a clear priority throughout the building. The staff will identify and engage school community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships (data-based decision making).
Faculty members will use in the first days of school the single school culture positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.
Administration will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures and assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations.
Administration will provide Professional Development training or collegial support for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings.
Staff will be encouraged to attend District provided Professional Development on multicultural offerings and the school will schedule and plan school wide multicultural projects.
Teachers will embed cultural activities within curriculum and daily course work (e.g., reading selections, writing prompts).
Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time for the development of the social-emotional mindsets and behaviors that result in positive and supportive relationships between students and teachers.

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

Crestwood creates an creates an environment where students feel safe and respected before, during and after school.

Administration will provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community.

Guidance Counselors will develop and implement a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources.

Crestwood staff will create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).

Staff will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school.

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies and include non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors.

Administration will provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels

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

Universal Guidelines and behavior matrix will be taught twice a year to ensure students are aware of school expectations.

Administration will ensure teachers are trained in Classroom management strategies (CHAMPS, etc.) and that SwPBS team reviews classroom data to ensure students are engaged while in class.

Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.

Staff will ensure differentiation of instruction is taking place to meet the needs of all students.

Teachers will convey and review expectations for each learning activity.

Teachers will make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.").

Guidance counselors will develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The school based team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting

identified academic targets. The identified students will be referred to the school based RtI Leadership Team.

The team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.

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

Crestwood ensures an operational school based team that meets weekly to discuss students with barriers to academic and social success provides mentors assignments to students identified with SEL concerns, and provides Instruction and various campus activities that address social/emotional needs of students.

The SBT will Connect students to agencies who have Cooperative Agreements or are on campus (DATA, YSB, CHS, Care- Giving Youth, etc).

Guidance Counselors will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation)

Administration will engage with identified staff (i.e. school counselor, school-based team leader) to provide a differentiated delivery of services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need.

Add Character Counts

Add School Ambassadors

Add AVID Program

Add

Early Warning Systems

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

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

An early warning system is in place at Crestwood Middle school. Indicators used in the system which are utilized are listed below:

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

The staff will utilize data systems to identify students who have attendance, behavioral or academic concerns and create data decision rules for number of absences or OSS before a referral is generated to SBT.

Administration will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules, and utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, course failure, college-career planning gaps (FAFSA completion).

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	23	35	15	73
One or more suspensions	39	57	39	135
Course failure in ELA or Math	0	0	1	1
Level 1 on statewide assessment	93	92	98	283

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	34	34	32	100

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

Crestwood will ensure an effective multi-disciplinary team is in place to problem solve and create action plans.

Interventions utilized in reading will include Level 1 students placed in Read 180 intensive reading course.

Interventions utilized in math will include Level 1 math students placed in intensive math course.

The team will have planned discussions, goal setting for identified student and provide notification procedures for parents, agency and community outreach.

SBT/Attendance Team will meet to discuss and remediate student truancy.

Guidance Counselors will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources.

Staff will create evidence-based interventions to close student need gaps related to earning warning system.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Crestwood would like to increase the number of parents attending the following events:
Open House
Eagle Curriculum Night
PTO Sponsored events
During Open House, Curriculum Night, etc. Crestwood staff will ensure enriching environment and introduce parents to teachers and administrators and offer fun, interactive tutorials to parents who are unfamiliar with Edline and other forms of educational technology.
Crestwood staff will communicate classroom and school news to parents and create the formats for inviting parent participation in the cultural education process.
Guidance Counselors will develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate parent meetings/workshops on topics such as developing school success skills, building a college-going culture through the Eight Components of College and Career Readiness (aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into post-secondary), and developing growth mindsets in children.

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

Crestwood works closely with it's many business partners. Our Barbecue Night for parents and students will be sponsored by local businesses. Business owners in the community support Open House events and provide financial support to the school throughout the year. Crestwood will utilize local businesses when pursing services.
Crestwood Middle School newly elected PTO is charged and already pursing partnerships within the Royal Palm Beach Community.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Nance, Stephanie	Principal
Still, Debbie	Teacher, K-12
Hutchins, lisa	Teacher, K-12
Beckford, charlene	Teacher, K-12
Pasquariello, Martin	Assistant Principal
Frank, Josephine	Teacher, K-12
Kaliser, Melissa	Assistant Principal
Smith, Claude	Teacher, K-12

Duties

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

The Principal: Stephanie Nance- The principal will guide the vision and mission of the school and provide clarity and support for all staff and all students on campus.
Assistant Principal: Martin Pasquariello and Melissa Kaliser- The Assistant Principals provide support to the principal and teachers and assist with all levels of functioning at the school including student discipline, facilities and leading and supporting all teacher groups.

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

The School Leadership team works collaboratively throughout the year to complete shared decision making. The team meets monthly to review the progress of students and any school wide needs which need to be addressed. The team reviews any funding decisions and makes a collaborative decision about how funds can be used to support the learning of each student.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stephanie Nance	Principal
Mark Drummond	Teacher
Duana Daniels	Teacher
Josephine Frank	Teacher
Christopher Raos	Teacher
Carmen Campbell	Business/Community
Max Morales	Education Support Employee
Lynn Balch	Business/Community
Deborah Jaffe	Parent
Naomi Johnson-Armstrong	Parent
Rose Dumarsais	Parent
Shay Hood	Parent
Gwen Von Werne	Parent
Carolyn Von Werne	Student
Kim Durrill	Parent

Duties

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

Evaluation of last year's school improvement plan

The School Advisory Counsel members assisted as a group in reviewing the outcomes of the last years School Improvement plan. The team reviewed each goal within the plan and reviewed the schools data to align with the plan.

Development of this school improvement plan

SAC members participate in the school's planning and decision-making process and they are also the driving force behind the School Improvement Plan (SIP). SAC members support the SIP's action steps and its objectives that are focused on academic progress aimed at improving student performance by defining what students must know.

Preparation of the school's annual budget and plan

The School Advisory Counsel members assist in reviewing the budget needs of the school and voting and approving all expenditures within the plan. All budget recommendations made by administration are discussed and reviewed with the SAC committee.

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

School Improvement funds were allocated to support classroom teacher needs.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Nance, Stephanie	Principal
Smith, Claude	Teacher, K-12
Still, Debbie	Teacher, K-12
Pasquariello, Martin	Assistant Principal
Kaliser, Melissa	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT plays an integral role in fostering a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year. Crestwood teachers provide content area instruction to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense, information and unfamiliar concepts. Students in content area classes receive instruction in learning strategies in order to meet the unique requirements of the individual subject area. Students learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts.
Students learn to:
• understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
• recognize organizational patterns in text;
• understand how pictures and other graphic representations contain information that is important to understanding the text;
• understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
• know which reading strategies are appropriate to use with a particular text;
• use a variety of study and note-taking skills; and
• understand vocabulary context clues provided by the author; and use word attack skills.
To support students' efforts, content area teachers are trained to use and to teach learning strategies that are effective for their subject areas. Reading coaches model lessons in the classroom to demonstrate the infusion of reading in the content areas. Our school created an instructional flow chart with specific emphasis on reading benchmarks across the curriculum.
Teachers receive CRISS, Search and Destroy, Content Enhancement and Tiered Learning Centers professional development to provide engaging learning strategies for all subject areas across the curriculum. These learning strategies are designed to develop critical thinking, independent readers and learners. These professional developments support subject area classroom explicit instruction and ways to actively engage students in discussion and questioning the text. Through assigned discovery-learning projects, specific content-area leveled books are required to be checked out from the media center or classroom library to be utilized in supporting and deepening the students' understanding of the content.

Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

All beginning teachers are assigned a mentor and a buddy and are introduced to the Educator's Support Program. Crestwood administration attends District Job Fairs each year.
Crestwood Administration will utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures and participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
Crestwood Administration will engage in recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events.
Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.
ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.
School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Crestwood Staff will provide an alignment of curriculum and instructional materials to the Florida Standards (Programs) and the use of small learning communities; problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction as well as provide an integrated digital instruction program and project-based instruction (Strategies).
Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level

of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards

Instructional Strategies

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

The school based team will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school based RtI Leadership Team.
The team will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence based interventions based upon data previously collected. These interventions are then implemented.
Crestwood Middle School Staff will hold meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS) and utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs.
Staff will be providing instruction aligned with the Language Arts Florida Standards for their grade level and will be administering assessments which measure instructed standards.
Staff will be monitoring progress at the class and grade level during Learning Team Meetings and conducting data chats with students.

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

Strategy: Before School Program

Minutes added to school year:

Enrichment opportunities will be provided to students attending the before school care program.

Strategy Rationale

Providing enrichment to students to support their learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Nance, Stephanie, stephanie.nance@palmbeachschools.org

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

Both qualitative and qualitative data are analyzed to determine proficiency and growth .

Strategy: After School Program

Minutes added to school year:

Tutoring Programs-The Eagles Excellence Hour provides students with a venue to work with a teacher and/or other students to help promote academic achieve

Strategy Rationale

To provide additional learning support to students. As the number of single-parent and dual-worker families has soared, it is now an exception when a child between the ages of five and fourteen has a parent available to provide companionship, supervision, and guidance during the hours and days that schools are closed.
The purpose of the Crestwood Middle Schools Afterschool Programming is to facilitate opportunities for quality afterschool programs which meet the fundamental needs common to all students during after school hours. It is important that students have access to the best possible opportunities to develop into healthy, well-adjusted and responsible adults.

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Nance, Stephanie, stephanie.nance@palmbeachschools.org

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

Student baseline data will be compared to post assessments after tutoring

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Crestwood staff work closely with the feeder pattern of schools who transition into Crestwood to provide a supportive and welcoming environment to all incoming students. Crestwood staff provide opportunities prior to the start of the school year for parents and students to meet the staff, spend time on the campus and receive information about programs and services available at the school.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning.

College and Career Readiness

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

Crestwood Middle Schools AVID program helps students to develop learning, study and academic behavioral skills that are essential to success in rigorous coursework. It acts as a catalyst for the developing a culture of college readiness for all students across the campus. In the AVID Elective class, students receive daily instruction and support to prepare them for college from a trained AVID Elective teacher. AVID impacts students school wide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas.

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

Through 7th Grade Social Studies, Crestwood Middle School infuses the Florida CHOICES (www.flchoices.org) is the state's career information delivery system. It provides career and educational exploration and information. Florida CHOICES includes assessments for interests, skills, and values as well as information on careers and postsecondary education. Accountability reports for management of student usage are retrievable from the Professional Center of CHOICES.
Individual school response required here but may include:
• Agriculture, Food & Natural Resources
• Architecture & Construction
• Arts, A/V Technology & Communication
• Business, Management & Administration
• Education & Training
• Engineering & Technology Education
• Finance
• Diversified Education
• Health Science
• Hospitality & Tourism
• Human Services
• Information Technology
• Law, Public Safety & Security
• Manufacturing
• Marketing, Sales & Service
• Transportation, Distribution & Logistics

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

Crestwood Middle Schools STEM Program will integrate concepts that are usually taught as separate subjects in different classes and will emphasize the application of knowledge to real-life situations. Lessons and units in STEM classes will be based around finding solutions to a real-world problems and will emphasize project-based learning. STEM lessons involve building models and simulating situations. STEM education will take place in a separate STEM class and be incorporated into the four core subject areas of Math, Science, Social Studies and Language Arts.

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

Crestwood Staff will ensure the following:
• Adding a strategies class for students in need
• School based team review and provide assistance to specific students as needed
• Afterschool/Saturday college readiness workshops for students
• Counselors conduct classroom guidance and individual counseling sessions with students
• Meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college

Needs Assessment

Problem Identification

Data to Support Problem Identification

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

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

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

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

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers incorporate researched based successful strategies into their writing practices, then student learning will increase.

G2.   If teachers incorporate researched based successful strategies into their math and science practices, then student learning will increase.

G3.   If teachers incorporate researched based successful strategies into their reading practices, then student learning will increase.

Strategic Goals Detail

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

G1. If teachers incorporate researched based successful strategies into their writing practices, then student learning will increase. 1a

G075081

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	78.0

Resources Available to Support the Goal 2

- Daily schedule of silent sustained reading (Just Read) and writing responses Saturday tutorial program (Eagles Enrichment) All teachers writing across the content areas Professional Development

Targeted Barriers to Achieving the Goal 3

- Excessive absenteeism

- Infusing Writing into all curriculum areas with fidelity

Plan to Monitor Progress Toward G1. 8

Infused writing across all curricular areas with fidelity

Person Responsible
Stephanie Nance

Schedule
Quarterly, from 10/2/2015 to 5/27/2016

Evidence of Completion
Palm Beach Performance assessments These results will be monitored by administration and instructional staff

G2. If teachers incorporate researched based successful strategies into their math and science practices, then student learning will increase. 1a

G075082

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics - Achievement	80.0
Algebra I EOC Pass Rate	95.0
Science Achievement District Assessment	90.0

Resources Available to Support the Goal 2

- Academic Games, Mathletes, Eagles Achievement Saturday Tutorials, Eagles Enrichment Afternoon Tutorial, Talons After School Program, Intensive math courses

- Online math Support Materials

- Blender Resources

- Math Planning During LTM

- V math Programming for Level 1 Students

- Science Club, Robotics Club, SECME Club

- Science Fair

- STEM Enrichment Activities

- I-QWEST

Targeted Barriers to Achieving the Goal 3

- Students performing at the lowest 25% in math and are not responding to daily instruction.

- Limited opportunities for critical thinking skills related to science/mathematical processes

Plan to Monitor Progress Toward G2. 8

Math proficiency will increase with student absenteeism decreasing due to the interventions that include parent involvement and EDW absenteeism, discipline, lowest 25% reports.

Person Responsible
Stephanie Nance

Schedule
Monthly, from 10/2/2015 to 6/2/2016

Evidence of Completion
Increased profeciency in math in all grades 6-8. Diagnostic assessments, teacher assessments

G3. If teachers incorporate researched based successful strategies into their reading practices, then student learning will increase. 1a

G075083

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	75.0

Resources Available to Support the Goal 2

- Read 180 Materials for Intensive Reading Allocated two reading teachers per grade level A daily schedule of sustained silent reading Saturday reading tutorials prior to FSA assessment

Targeted Barriers to Achieving the Goal 3

- Access to daily reading instruction by certified reading teacher during regular school day by all students

Plan to Monitor Progress Toward G3. 8

Increased success on:
Winter Diagnostic
FAIR
Reading Plus
SRI
Reading Counts

Person Responsible

Stephanie Nance

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Measure through diagnostic, FAIR, Reading Plus, SRI and Reading Counts results

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If teachers incorporate researched based successful strategies into their writing practices, then student learning will increase. 1

🔑 G075081

G1.B1 Excessive absenteeism 2

🔑 B196059

G1.B1.S1 Monitor daily attendance records via terms and EDW specifically looking for excused and unexcused absences. 4

🔑 S207769

Strategy Rationale

Target student population with excessive absences to bring to attendance committee for student assistance

Action Step 1 5

School based team will meet to discuss students that have been placed on an attendance contract or that have been referred for truancy/attendance.

Person Responsible

Schedule

On 5/27/2016

Evidence of Completion

SBT minutes, attendance records, in progress or completed attendance packet

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

Parent conference with attendance liaison followed up with corrective action plan

Person Responsible

charlene Beckford

Schedule

On 5/27/2016

Evidence of Completion

SBT minutes, attendance records, in progress or completed attendance packet

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

Daily attendance for all students, daily attendance for identified students

Person Responsible

charlene Beckford

Schedule

Daily, from 10/2/2015 to 5/27/2016

Evidence of Completion

Signed attendance contracts, SBT minutes, Truancy referals

G1.B2 Infusing Writing into all curriculum areas with fidelity 2

🔧 B196060

G1.B2.S1 Students will write across all curricular areas as teachers will teach writing across the curriculum. 4

🔧 S207770

Strategy Rationale

To develop the writing abilities for all students

Action Step 1 5

Students will have writing opportunities in all classes with trained teachers giving students direct instruction in writing.
Students will have writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.

Person Responsible

Stephanie Nance

Schedule

On 5/27/2016

Evidence of Completion

Palm Beach Performance Assessments and classroom assessments These results will be monitored by administration and instructional staff

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Students engaged in writing opportunities in all classes with trained teachers giving students direct instruction in writing.
Students engaged in writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.

Person Responsible

Stephanie Nance

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Planned activities documented in lesson plans, direct observation of writing activities by administration

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Students will write across all curricular areas as teachers will teach writing across the curriculum.

Person Responsible

Stephanie Nance

Schedule

Quarterly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Palm Beach Performance assessments and classroom assessments These results will be monitored by administration and instructional staff

G2. If teachers incorporate researched based successful strategies into their math and science practices, then student learning will increase. `1`

`G075082`

G2.B1 Students performing at the lowest 25% in math and are not responding to daily instruction. `2`

`B196061`

G2.B1.S1 Target students performing at the the lowest 25% for supplementary math interventions and support while targeting specific areas of weakness as determined by formative and summative assessments. `4`

`S207771`

Strategy Rationale

Target specific students in need to receive support

Action Step 1 `5`

Utilizing small group tutorials before and/or after school, based on student individual needs. Recruit instructional staff and high school students to provide instruction in before and after school tutorial programs

Person Responsible

Stephanie Nance

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Student to tutor ration of 1 to 8 for all tutoring programs, student attendance

Action Step 2 5

Target benchmarks that were identified as weaknesses per EDW data for targeted population will be addressed during tutorials

Person Responsible

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Diagnostic scores, FSA Scores and classroom assessments These results will be monitored by administration and instructional staff

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

Conducting classroom walkthroughs/program walkthroughs observing instructional staff supporting tutoring/instruction for programs in before and after school programs
Data Chats
EDW reports

Person Responsible

Stephanie Nance

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Direct observation of tutor to student ratio, student attendance logs, student progress identified by EDW reports

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

Targeted benchmarks will be monitored as student assessments are reviewed for student gains for those targeted benchmarks. targets will assessed Interventions for students not responding to core plus supplementary math supports, utilizing small group tutorials before and/or after school, based on student individual needs.

Person Responsible

Stephanie Nance

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Diagnostic scores, FSA scores and classroom assessments These results will be monitored by administration and instructional staff

G3. If teachers incorporate researched based successful strategies into their reading practices, then student learning will increase. `1`

🔑 G075083

G3.B1 Access to daily reading instruction by certified reading teacher during regular school day by all students `2`

🔑 B196064

G3.B1.S1 Provide PD to all teachers in reading across all curricular areas so that reading instruction will be infused throughout all subjects. This PD will also take place during PDD's, Faculty Meetings and LTM's that link planning,instruction and data to student achievement in reading. `4`

🔑 S207774

Strategy Rationale

To create a reading environment across all grade levels

Action Step 1 `5`

Identify specific reading needs from formative and summative assessments

Person Responsible

Stephanie Nance

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

PD and LTM agendas, Open PD training modules, Staff attendance

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Classroom walk throughs and review of student portfolios

Person Responsible

Schedule

Weekly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Diagnostic scores, SRI scores, FAIR scores, classroom assessments and Reading Counts results

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Scores from SRI, FAIR, standardized assessments

Person Responsible

Debbie Still

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Evidence of Completion

Increased reading data scores

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	School based team will meet to discuss students that have been placed on an attendance contract or that have been referred for truancy/attendance.		10/2/2015	SBT minutes, attendance records, in progress or completed attendance packet	5/27/2016 one-time
G1.B2.S1.A1	Students will have writing opportunities in all classes with trained teachers giving students direct instruction in writing. Students will have writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.	Nance, Stephanie	10/2/2015	Palm Beach Performance Assessments and classroom assessments These results will be monitored by administration and instructional staff	5/27/2016 one-time
G2.B1.S1.A1	Utilizing small group tutorials before and/or after school, based on student individual needs. Recruit instructional staff and high school students to	Nance, Stephanie	10/2/2015	Student to tutor ration of 1 to 8 for all tutoring programs, student attendance	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	provide instruction in before and after school tutorial programs				
G3.B1.S1.A1	Identify specific reading needs from formative and summative assessments	Nance, Stephanie	10/2/2015	PD and LTM agendas, Open PD training modules, Staff attendance	5/27/2016 monthly
G2.B1.S1.A2	Target benchmarks that were identified as weaknesses per EDW data for targeted population will be addressed during tutorials		10/2/2015	Diagnostic scores, FSA Scores and classroom assessments These results will be monitored by administration and instructional staff	5/27/2016 weekly
G1.MA1	Infused writing across all curricular areas with fidelity	Nance, Stephanie	10/2/2015	Palm Beach Performance assessments These results will be monitored by administration and instructional staff	5/27/2016 quarterly
G1.B1.S1.MA1	Daily attendance for all students, daily attendance for identified students	Beckford, charlene	10/2/2015	Signed attendance contracts, SBT minutes, Truancy referals	5/27/2016 daily
G1.B1.S1.MA1	Parent conference with attendance liaison followed up with corrective action plan	Beckford, charlene	10/2/2015	SBT minutes, attendance records, in progress or completed attendance packet	5/27/2016 one-time
G1.B2.S1.MA1	Students will write across all curricular areas as teachers will teach writing across the curriculum.	Nance, Stephanie	10/2/2015	Palm Beach Performance assessments and classroom assessments These results will be monitored by administration and instructional staff	5/27/2016 quarterly
G1.B2.S1.MA1	Students engaged in writing opportunities in all classes with trained teachers giving students direct instruction in writing. Students engaged in writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.	Nance, Stephanie	10/2/2015	Planned activities documented in lesson plans, direct observation of writing activities by administration	5/27/2016 monthly
G2.MA1	Math proficiency will increase with student absenteeism decreasing due to the interventions that include parent involvement and EDW absenteeism, discipline, lowest 25% reports.	Nance, Stephanie	10/2/2015	Increased profeciency in math in all grades 6-8. Diagnostic assessments, teacher assessments	6/2/2016 monthly
G2.B1.S1.MA1	Targeted benchmarks will be monitored as student assessments are reviewed for student gains for those targeted benchmarks. targets will assessed Interventions for students not responding to core plus supplementary math supports, utilizing small group tutorials before and/or after school, based on student individual needs.	Nance, Stephanie	10/2/2015	Diagnostic scores, FSA scores and classroom assessments These results will be monitored by administration and instructional staff	5/27/2016 weekly
G2.B1.S1.MA1	Conducting classroom walkthroughs/ program walkthroughs observing instructional staff supporting tutoring/ instruction for programs in before and after school programs Data Chats EDW reports	Nance, Stephanie	10/2/2015	Direct observation of tutor to student ratio, student attendance logs, student progress identified by EDW reports	5/27/2016 weekly
G3.MA1	Increased success on: Winter Diagnostic FAIR Reading Plus SRI Reading Counts	Nance, Stephanie	10/2/2015	Measure through diagnostic, FAIR, Reading Plus, SRI and Reading Counts results	5/27/2016 monthly
G3.B1.S1.MA1	Scores from SRI, FAIR, standardized assessments	Still, Debbie	10/2/2015	Increased reading data scores	5/27/2016 monthly
G3.B1.S1.MA1	Classroom walk throughs and review of student portfolios		10/2/2015	Diagnostic scores, SRI scores, FAIR scores, classroom assessments and Reading Counts results	5/27/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. If teachers incorporate researched based successful strategies into their writing practices, then student learning will increase.

G1.B2 Infusing Writing into all curriculum areas with fidelity

G1.B2.S1 Students will write across all curricular areas as teachers will teach writing across the curriculum.

PD Opportunity 1

Students will have writing opportunities in all classes with trained teachers giving students direct instruction in writing. Students will have writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.

Facilitator

Claude Smith

Participants

PD Team

Schedule

On 5/27/2016

G3. If teachers incorporate researched based successful strategies into their reading practices, then student learning will increase.

G3.B1 Access to daily reading instruction by certified reading teacher during regular school day by all students

G3.B1.S1 Provide PD to all teachers in reading across all curricular areas so that reading instruction will be infused throughout all subjects. This PD will also take place during PDD's, Faculty Meetings and LTM's that link planning,instruction and data to student achievement in reading.

PD Opportunity 1

Identify specific reading needs from formative and summative assessments

Facilitator

Claude Smith

Participants

Administration and Teaching Staff

Schedule

Monthly, from 10/2/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	School based team will meet to discuss students that have been placed on an attendance contract or that have been referred for truancy/attendance.	$0.00
2	G1.B2.S1.A1	Students will have writing opportunities in all classes with trained teachers giving students direct instruction in writing. Students will have writing opportunities in multiple core curricular classes with trained teachers giving students direct instruction in writing during Writing Wednesdays.	$0.00
3	G2.B1.S1.A1	Utilizing small group tutorials before and/or after school, based on student individual needs. Recruit instructional staff and high school students to provide instruction in before and after school tutorial programs	$0.00
4	G2.B1.S1.A2	Target benchmarks that were identified as weaknesses per EDW data for targeted population will be addressed during tutorials	$0.00
5	G3.B1.S1.A1	Identify specific reading needs from formative and summative assessments	$0.00
		Total:	$0.00