Crestwood Community Middle

2017-18 Schoolwide Improvement Plan

Crestwood Community Middle

64 SPARROW DR, Royal Palm Beach, FL 33411

https://cstm.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	B

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 11/8/2017.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Crestwood Community Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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

c. 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.

d. 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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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).

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	4	5	3	0	0	0	0	12
One or more suspensions	0	0	0	0	0	0	36	48	23	0	0	0	0	107
Course failure in ELA or Math	0	0	0	0	0	0	43	34	52	0	0	0	0	129
Level 1 on statewide assessment	0	0	0	0	0	0	87	95	100	0	0	0	0	282
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	48	45	42	0	0	0	0	135

c. 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.
The School District of Palm Beach County has assigned a counselor/motivational coach that assists students that have been identified within the parameters of the early warning system. The designated staff utilizes a pullout method of working with students on a one to one basis and in small groups.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

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

2. Description

At Crestwood we believe that community commitment increases student achievement, reduces absenteeism, and instills confidence in a student's education. When families, communities and schools work together, students are more successful. Parent engagement at Crestwood is a shared responsibility in which we and the community are committed to by actively supporting our students learning and development. The following is a listing of events here at Crestwood that our parents and community are involved with on an annual basis:
Crestival Fun Fair
6th 7th 8th Open House
Dads Take Your Child to School Day
Choice Open House

Eagle Curriculum Night
6th grade Orientation
ESE Breakfast
ESOL Breakfast
Pasta Dinner Night

2. 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.

Our Business and Education Partnerships are created by actively pursuing collaborative efforts between our school and businesses to develop relationships that support the mission of our school which ultimately benefits our students. Crestwood has partnerships with businesses, religious institutions, civic groups, non-profit associations and community organizations.
Our plan in building and continuing partnerships is to share a common vision, establish opportunities for engagement, and to encourage all of our business and educational partners to be involved in conversations about challenges and solutions.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Nance, Stephanie	Principal
Hutchins, lisa	Teacher, K-12
Beckford, Charlene	Teacher, K-12
Pasquariello, Martin	Assistant Principal
Kaliser, Melissa	Assistant Principal
	Teacher, ESE

b. Duties

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

Our leadership team is composed of administrators and teachers for the purpose of shared leadership roles so that as a team we can focus on teaching and learning outcomes. We accomplish this through our efforts during our weekly Professional Learning Community meetings where the focus is on measurable student progress. This single school culture of shared leadership with teachers, allows us to accomplish the task of gathering and assessing data to determine needs and the monitoring of instruction and curriculum to determine if the identified needs are being addressed.

2. 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 weekly 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.

The Crestwood Middle School Master Board was created based on data collected on student need. Classes are created and placed on our board based on student need. Struggling students are identified through the SBT and RTI processes. Student needs are identified and interventions are administered based on the identified needs. Programs that may be utilized to meet student needs may include:

Crestwood Middle Schools Eagles Excellence Hour-Afternoon tutorial program, Director, Mrs. Kaliser
Talons Before and After School Program-Afternoon and morning enrichment and tutorial, Director, Ms. Daniels
Compass, Course Credit Recovery- students who have failed a course have the opportunity to redo coursework and retake a course through alternate means and earn academic credit, Director, Mrs. Marquez
Read 180-Blended learning solution that accelerates learning for struggling readers by merging the latest research in brain science, adaptive technology, professional development, and knowledge for school and life, Director, Mrs. Still
AVID-trains educators to use proven practices to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education, Director, Mrs. Daniels

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Stephanie Nance	Principal
Mark Drummond	Teacher
Duana Daniels	Teacher
Carmen Campbell	Business/Community
Max Morales	Education Support Employee
Lynn Balch	Business/Community
Deborah Jaffe	Parent
Jackie Alves	Teacher
Claude Smith	Teacher
Christopher Madden	Parent
Terra Redmon	Parent
Chris Raos	Teacher
Amanda Amaya	Parent
Andrea Wethern	Parent
Aubin Robinson	Student
Anjelina Barry	Student
Susan Cuccia	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. 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.

2. 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.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

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

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

1. 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported,

and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.
****

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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

b. Instructional Strategies

1. 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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.

2. 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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

1. 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.

b. College and Career Readiness

1. 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.

2. 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

3. 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 Choice Programs of Pre-Engineering, Pre-Business IT and Multimedia, Music and Communications 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 these classes will be based around finding solutions to a real-world problems and will emphasize project-based learning. These Choice Programs incorporate the four core subject areas of Math, Science, Social Studies and Language Arts.

4. 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

II. Needs Assessment

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If teachers incorporate effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. 1a

🔍 G094826

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	85.0
ELA/Reading Lowest 25% Gains	50.0
FCAT 2.0 Science Proficiency	70.0
Algebra I EOC Pass Rate	99.0
Math Lowest 25% Gains	52.0
High School Readiness	73.7
Algebra I EOC Pass Rate	99.0
FCAT 2.0 Science Proficiency	60.0
ELA/Reading Lowest 25% Gains	42.0
Civics EOC Pass	77.0
Math Lowest 25% Gains	44.0
High School Readiness	61.7

Targeted Barriers to Achieving the Goal 3

- Fluency of effective teaching strategies utilized by all teachers

- Need a certified ESE teacher to provide quality instruction for our full time ESE student population.

- Student absenteeism

Resources Available to Help Reduce or Eliminate the Barriers 2

- Blender Resources

- Online math Support Materials

- Professional Learning Communities

- Common Planning

- On and Off Site Professional Development Opportunities for All Teachers

- iObservation Utilized as a Professional Development Resource and Tool for Teacher Growth

- School Based Team Specifically Addressing Absenteeism of Students

- EDW Data Resource

Plan to Monitor Progress Toward G1. `8`

The progress towards the goal and annual targets will be monitored through the formative and summative student testing data collected throughout the school year.

Person Responsible

Stephanie Nance

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Formative and summative assessments: FSQ, NGSQ"s, USA, FSA testing data will show an increase in proficiency in FSA Math and FSA ELA scores in grades 6-8.

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 effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. [1]

🔑 G094826

G1.B1 Fluency of effective teaching strategies utilized by all teachers [2]

🔑 B255043

G1.B1.S1 Provide teachers with job embedded professional learning opportunities throughout the school year. [4]

🔑 S269476

Strategy Rationale

To increase the use of effective teaching strategies by all teachers. If teachers fully utilize the teaching strategies that they have been trained on, then they will be more effective in delivering instruction to their students.

Action Step 1 [5]

Teachers will develop a Professional Growth Plan that will include targeted elements that when utilized will effectively increase the rigor of instruction.

Person Responsible

Stephanie Nance

Schedule

Quarterly, from 8/14/2017 to 4/27/2018

Evidence of Completion

Each teacher will develop a PGP as evidenced by documented iObservation report and by review with assigned evaluator for review.

Action Step 2 [5]

During PLC's teachers will focus on unpacking the standards, identifying final student outcomes, assess student through the data collected through the interpreting of multiple assessments including FSQ's, NGSQ's, USA's, previous FSA's, EOC's and teacher created common assessments.

Person Responsible

Melissa Kaliser

Schedule

Weekly, from 10/3/2017 to 5/25/2018

Evidence of Completion

Sign in sheets agendas and lesson plans

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

The demonstrated use of targeted PGP element during teacher observation of instructional practices by assigned evaluator and principal as monitored via instructional planning, iObservation, teacher observations, teacher data chats, analysis of student data and common planning by departments.

Person Responsible

Stephanie Nance

Schedule

Biweekly, from 9/29/2017 to 4/27/2018

Evidence of Completion

iObservation report, administrative conference log

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

The documented frequency of use of targeted PGP elements and the documented effectiveness of the teachers use of the targeted PGP elements as documented by assigned evaluator and principal.

Person Responsible

Stephanie Nance

Schedule

Weekly, from 9/29/2017 to 4/27/2018

Evidence of Completion

iObseravtion Reports showing increased effectiveness and utilization of the targeted element

G1.B2 Need a certified ESE teacher to provide quality instruction for our full time ESE student population.
2

🔍 B255044

G1.B2.S1 Hire, retain and provide support to certified ESE teachers to provide quality instruction for our full time ESE student population. 4

🔍 S269477

Strategy Rationale

Instructional continuity within our full-time ESE classes has been limited by our ability to hire and retain quality teaching staff. If we hire and retain quality teachers for this population, students will show significant increase in learning gains as measured by the Florida Standards Assessment.

Action Step 1 5

Interview and hire candidate for ESE teaching position.

Person Responsible

Stephanie Nance

Schedule

On 6/1/2018

Evidence of Completion

People Soft Report

Action Step 2 5

Provide relevant professional development and support through New Educator Support Program.

Person Responsible

Melissa Kaliser

Schedule

On 6/2/2017

Evidence of Completion

Completion of the New Educator Support Program.

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

Specific goals will be set within the ESP that will have targeted dates for completion by the newly hired teacher.

Person Responsible

Melissa Kaliser

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence will come in the form of an Educational Support Plan that is tailored to meet the hired teachers professional developmental needs. meeting expectation on selected targeted goals as documented within the Education Support Program.

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

Teacher will successfully meet ESP targets throughout the school year within the times allotted within the Education Support Program.

Person Responsible

Melissa Kaliser

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Evidence will come in the form of the hired teacher meeting expectation on selected targeted goals as documented within the Education Support Program.

G1.B3 Student absenteeism 2

🔑 B255045

G1.B3.S1 Identify students who are at risk for truancy through EDW data. Students that have excessive absences will be discussed at our School Based Team to consider and implement interventions to correct the behavior. 4

🔑 S269478

Strategy Rationale

Students that are in attendance will have the best opportunity to receive the full intended effects of the curriculum presented in each of their assigned classes and to demonstrate their proficiency on formative and summative assessments.

Action Step 1 5

Through School Based Team, we will monitor attendance records via terms and EDW specifically looking for excused and unexcused absences, and in and out of school suspensions. Preventative measures will be taken for those students who have 10 or less absences and the truancy packet process will be implemented for those students who have over 10 absences in a marking period.

Person Responsible

Martin Pasquariello

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

SBT minutes, attendance records, EDW suspension records, in progress or completed attendance packets, teacher discipline dashboard via EDW, SAS Report

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Students are referred to the School Based Team and plans put into place.

Person Responsible

Charlene Beckford

Schedule

Weekly, from 9/21/2017 to 5/25/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Parent conference with attendance liaison followed up with corrective action plan.

Person Responsible

Charlene Beckford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Parent conference notes

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Reduction in absenteeism for all identified students.

Person Responsible

Charlene Beckford

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Signed attendance contracts, daily sign-in attendance contract, Grade Quick teacher attendance

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B2.S1.A2 A359912	Provide relevant professional development and support through New Educator Support Program.	Kaliser, Melissa	6/2/2017	Completion of the New Educator Support Program.	6/2/2017 one-time
G1.B1.S1.MA1 M384572	The documented frequency of use of targeted PGP elements and the documented effectiveness of the...	Nance, Stephanie	9/29/2017	iObseravtion Reports showing increased effectiveness and utilization of the targeted element	4/27/2018 weekly
G1.B1.S1.MA1 M384573	The demonstrated use of targeted PGP element during teacher observation of instructional practices...	Nance, Stephanie	9/29/2017	iObservation report, administrative conference log	4/27/2018 biweekly
G1.B1.S1.A1 A359909	Teachers will develop a Professional Growth Plan that will include targeted elements that when...	Nance, Stephanie	8/14/2017	Each teacher will develop a PGP as evidenced by documented iObservation report and by review with assigned evaluator for review.	4/27/2018 quarterly
G1.MA1 M384579	The progress towards the goal and annual targets will be monitored through the formative and...	Nance, Stephanie	8/14/2017	Formative and summative assessments: FSQ, NGSQ"s, USA, FSA testing data will show an increase in proficiency in FSA Math and FSA ELA scores in grades 6-8.	5/25/2018 monthly
G1.B1.S1.A2 A359910	During PLC's teachers will focus on unpacking the standards, identifying final student outcomes,...	Kaliser, Melissa	10/3/2017	Sign in sheets agendas and lesson plans	5/25/2018 weekly
G1.B2.S1.MA1 M384574	Teacher will successfully meet ESP targets throughout the school year within the times allotted...	Kaliser, Melissa	8/14/2017	Evidence will come in the form of the hired teacher meeting expectation on selected targeted goals as documented within the Education Support Program.	5/25/2018 biweekly
G1.B2.S1.MA1 M384575	Specific goals will be set within the ESP that will have targeted dates for completion by the newly...	Kaliser, Melissa	8/14/2017	Evidence will come in the form of an Educational Support Plan that is tailored to meet the hired teachers professional developmental needs. meeting expectation on selected targeted goals as documented within the Education Support Program.	5/25/2018 biweekly
G1.B3.S1.MA1 M384576	Reduction in absenteeism for all identified students.	Beckford, Charlene	8/14/2017	Signed attendance contracts, daily sign-in attendance contract, Grade Quick teacher attendance	5/25/2018 weekly
G1.B3.S1.MA1 M384577	Students are referred to the School Based Team and plans put into place.	Beckford, Charlene	9/21/2017	SBT minutes, attendance records, in progress or completed attendance packet	5/25/2018 weekly
G1.B3.S1.MA3 M384578	Parent conference with attendance liaison followed up with corrective action plan.	Beckford, Charlene	8/14/2017	Parent conference notes	5/25/2018 weekly
G1.B3.S1.A1 A359913	Through School Based Team, we will monitor attendance records via terms and EDW specifically...	Pasquariello, Martin	8/14/2017	SBT minutes, attendance records, EDW suspension records, in progress or completed attendance packets, teacher discipline dashboard via EDW, SAS Report	5/25/2018 weekly
G1.B2.S1.A1 A359911	Interview and hire candidate for ESE teaching position.	Nance, Stephanie	8/14/2017	People Soft Report	6/1/2018 one-time

V. Professional Development Opportunities

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

G1. If teachers incorporate effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

G1.B1 Fluency of effective teaching strategies utilized by all teachers

G1.B1.S1 Provide teachers with job embedded professional learning opportunities throughout the school year.

PD Opportunity 1

Teachers will develop a Professional Growth Plan that will include targeted elements that when utilized will effectively increase the rigor of instruction.

Facilitator

Claude Smith

Participants

All teaching and administrative staff

Schedule

Quarterly, from 8/14/2017 to 4/27/2018