Crestwood Community Middle

2018-19 Schoolwide Improvement Plan

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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)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	69%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	B*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

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 Leadership Team

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
Pasquariello, Martin	Assistant Principal
Kaliser, Melissa	Assistant Principal
Jolly, Amanda	Teacher, ESE

Duties

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

Principal : The principal provides a common vision for the use of data-based decision-making to ensure a sound, effective academic program is in place and there is a process to address and monitor the academic progress of all students.
Assistant Principal: The Assistant principal assists with leadership team decisions and supports the academic program for teachers and students.
ESE contact : The ESE Coordinator supports and monitors the progress of all ESE students and collaborates closely with the RTi facilitator to monitor students in the tier process.
SBT Leader.The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.
Grade Level Representative Teams from each grade level:Grade Level teams provide input during regular monthly meetings as well as throughout the year. These team leaders facilitate grade level learning team meetings where instructional decisions are made about students. The team assists in shared decision making about content and decisions which impact both the short and long term decisions for the school.

Early Warning Systems

Year 2017-18

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	11	6	27	0	0	0	0	44
One or more suspensions	0	0	0	0	0	0	57	32	47	0	0	0	0	136
Course failure in ELA or Math	0	0	0	0	0	0	55	36	45	0	0	0	0	136
Level 1 on statewide assessment	0	0	0	0	0	78	80	75	0	0	0	0	0	233

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	54	43	46	0	0	0	0	143

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	35	29	23	0	0	0	0	87
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 10/4/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement 26% for ELL students
ELA Achievement 16% for SWD

SSA Science Achievement 27% for African American
SSA Science Achievement 13% for SWD

Which data component showed the greatest decline from prior year?

8th Grade Science SSA Score fell from 54% to 46%, 8 percentage points different
7th Grade Civics EOC Percent Proficient fell from 75% to 66%, 9 percentage points different

Which data component had the biggest gap when compared to the state average?

7th Grade Mathematics FSA comparison, CMS Average 42% and State Average 54%, 12 percentage point difference

Which data component showed the most improvement? Is this a trend?

ELA Achievement improved from 49% to 52%
Math Achievement improved from 54% to 59%
Math Lowest 25% Learning Gains improved from 44% to 58%

Describe the actions or changes that led to the improvement in this area.

Content area teams meet regularly during PLC's to plan for students
Tutoring lowest 25% students in ELA and Math
Professional Development for ELA and Math teachers
Students take FSQ's and USA's to assess student performance on standards and teaching adjustments are made accordingly to address the areas of need
Teacher leaders support content area teams during planning and collaboration

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	56%	53%	52%	55%	52%
ELA Learning Gains	49%	57%	54%	50%	56%	53%
ELA Lowest 25th Percentile	43%	49%	47%	40%	49%	45%
Math Achievement	59%	61%	58%	58%	59%	55%
Math Learning Gains	59%	61%	57%	55%	60%	55%
Math Lowest 25th Percentile	58%	54%	51%	42%	48%	47%
Science Achievement	46%	55%	52%	58%	54%	50%
Social Studies Achievement	66%	75%	72%	75%	73%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	11 (4)	6 (5)	27 (3)	44 (12)
One or more suspensions	57 (36)	32 (48)	47 (23)	136 (107)
Course failure in ELA or Math	55 (43)	36 (34)	45 (52)	136 (129)
Level 1 on statewide assessment	80 (87)	75 (95)	0 (100)	155 (282)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	54%	53%	1%	52%	2%
	2017	44%	54%	-10%	52%	-8%
Same Grade Comparison		10%				
Cohort Comparison						

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2018	42%	54%	-12%	51%	-9%
	2017	45%	55%	-10%	52%	-7%
Same Grade Comparison		-3%				
Cohort Comparison		-2%				
08	2018	54%	60%	-6%	58%	-4%
	2017	51%	56%	-5%	55%	-4%
Same Grade Comparison		3%				
Cohort Comparison		9%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	48%	56%	-8%	52%	-4%
	2017	41%	55%	-14%	51%	-10%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	42%	39%	3%	54%	-12%
	2017	34%	38%	-4%	53%	-19%
Same Grade Comparison		8%				
Cohort Comparison		1%				
08	2018	59%	65%	-6%	45%	14%
	2017	54%	63%	-9%	46%	8%
Same Grade Comparison		5%				
Cohort Comparison		25%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	46%	54%	-8%	50%	-4%
	2017					
Cohort Comparison						

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2018	64%	72%	-8%	71%	-7%
2017	72%	73%	-1%	69%	3%

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
Compare		-8%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018					
2017					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	95%	62%	33%	62%	33%
2017	93%	59%	34%	60%	33%
Compare		2%			

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2018	100%	57%	43%	56%	44%
2017	100%	55%	45%	53%	47%
Compare		0%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	16	40	41	29	55	55	13	36	60		
ELL	26	50	46	35	48	55		33			
ASN	81	81		86	71				80		
BLK	42	44	35	45	52	51	27	65	77		
HSP	53	47	47	56	57	68	51	69	68		
MUL	55	54		64	62	50	50	67			
WHT	60	55	55	74	66	72	62	60	74		
FRL	47	47	42	53	56	57	38	61	72		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	13	34	32	20	40	33	19	33			
ELL	11	42	41	23	42	39					
ASN	70	48		74	61		90		80		
BLK	39	51	45	39	48	43	39	68	63		
HSP	50	50	39	53	53	45	45	76	65		
MUL	58	50		61	43	40	84	87	75		
WHT	57	61	53	69	67	50	65	80	83		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	44	49	40	47	52	41	45	70	63		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure student achievement in ELA, Math and Science in alignment with the district's Strategic Plan: LTO 2 HIgh School Readiness
Rationale	2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS Subgroups ELA Ach. ELA LG ELA LG L25% Math Ach. Math LG Math LG L25% Sci Ach. SS Ach. MS Accel. Grad Rate 2016-17 C & C Accel 2016-17 WHT 60 55 55 74 66 72 62 60 74 BLK 42 44 35 45 52 51 27 65 77 HSP 53 47 47 56 57 68 51 69 68 ASN 81 81 86 71 80 MUL 55 54 64 62 50 50 67 SWD 16 40 41 29 55 55 13 36 60 FRL 47 47 42 53 56 57 38 61 72 ELL 26 50 46 35 48 55 33
Intended Outcome	Increase science scores from 46% to 55% Increase ELA Lowest 25% from 43% to 55% Increase ELA learning gains from 49% to 56% Increase ELA from 52% to 60%
Point Person	Stephanie Nance (stephanie.nance@palmbeachschools.org)
Action Step	
Description	Crestwood Middle School integrates single school culture and an appreciation of multicultural diversity in all grades including but not limited to: History of Holocaust, History of Africans and African-Americans, Hispanic Contributions, Women's Contributions, Sacrifices to Veterans and the value of Metal of Honor recipients per Florida State statute 1003.42 (2) and and S.B. Policy 2.09 (8) (b).Pillars of Effective Instruction- Focus on Core actions. PLC Participation Professional Development for teachers and Staff iObservation Data Chats Teachers Identify growth opportunities PGP Department level data chats to guide instruction
Person Responsible	Stephanie Nance (stephanie.nance@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	iobservation Rigor walks USA/ FSQ Winter Diag. Palm Beach Performance FSA/EOC PBPA

Person Responsible   Stephanie Nance (stephanie.nance@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

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

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

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.

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

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.

Part V: Budget

Total:	$2,000.00