



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Crestwood Community Middle

64 SPARROW DR

Royal Palm Beach, FL 33411

561-753-5000

www.edline.net/pages/crestwood_ms

School Demographics

School Type
Middle School

Title I
No

Free and Reduced Lunch Rate
60%

Alternative/ESE Center
No

Charter School
No

Minority Rate
66%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	19
Goals Summary	24
Goals Detail	24
Action Plan for Improvement	27
Part III: Coordination and Integration	36
Appendix 1: Professional Development Plan to Support Goals	37
Appendix 2: Budget to Support Goals	39

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Crestwood Community Middle

Principal

Stephanie Nance

School Advisory Council chair

Duana Daniels

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Stephanie Nance	Principal
Martin Pasquariello	Assistant Principal of Administration
Terrie Livingston	Assistant Principal of Curriculum
Gigi Frank	ESE Contact
Charlene Beckford	Guidance Counselor
Debbie Still	Reading Coach
Jeanne Mascara	Guidance Counselor

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Cabrera, Lori Parent
 Goodwin, Sharon Parent
 Herring, Jil Parent
 Kreitzman, Eileen Parent
 Lanni, Lori Parent
 MacMillian, Cheryl Parent
 McBroom, Susan Parent
 Mejia, Deisy Parent
 Permashwar, Sherron
 Parent

Sawyers, Rose Parent
 Trinidad, Anis Parent
 Westervelt, Caryle Parent
 Williams, Linda Secretary
 Campbell, Carmen Community
 Nance, Stephanie Principal
 Daniels, Duana Chair
 Kreitzman, Rob Vice Chair
 Drummond, Mark Teacher
 Burroughs, James Teacher
 Mattox, Kathleen Teacher
 Frank, Josephine Teacher
 Morales, Max Ed. Support Emp
 Balch, Lynn Business Partner
 Vazquez, Brianna Student

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Committee will monitor and review the SIP throughout the year. The team will review school data and make adjustments to the plan as needed.

Projected use of school improvement funds, including the amount allocated to each project

No school improvement funds have been allocated for FY14.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Stephanie Nance

Principal

Years as Administrator: 11

Years at Current School: 17

Credentials

BS- Florida A&M University; Master of Science-Educational Leadership, NOVA Southeastern University; Principal Certification-State of Florida

Performance Record

2012-2013 Grade B, 61% Reading High Standards, 64% Reading Gains, 55% in Math High Standards, 59% Math Gains, 53% making gains in Math Lowest 25%, 54% High Standards in Science, 65% Writing High Standard.

2011-2012 Grade A, 64% reading, 61% in Math, 64% Reading Gains, 86% Math Gains, 64% making gains in lowest 25%, 58% making learning gains in math, 61% in science, 90% above level 3 in writing.

2010-2011 Grade: A, Meeting High Standards in: Reading 77%, Math 75%, Writing 93%, Science 69%. AYP: 69%, None of the subgroups represented at CMS used to determine AYP status made AYP under the No Child Left Behind Act.

2009-2010 Grade: A, Meeting High Standards in: Reading 78%, Math 80%, Writing 99%, Science 62%. AYP: 90%, Hispanic, Economically Disadvantaged and SWD did not make AYP in Reading. SWD did not Make AYP in Math.

2008-2009: Grade: A, Meeting High Standards in: Reading 77%, Math 77%, Writing 99%, Science 54%. AYP: 90%, Black and SWD did not make AYP in Reading. Black and FRLP did not Make AYP in Math.

2007-2008: Grade: A, Meeting High Standards in: Reading 74%, Math 76%, Writing 99%, Science 50%. AYP: 90%, Black, FRPL, and SWD did not make AYP in Reading. Black and SWD did not make AYP in Math.

2006-2007: Grade: A, Meeting High Standards in: Reading 71%, Math 72%, Writing 99%, Science 51%. AYP: 97%, Black, FRPL, and SWD did not make AYP in Math. SWD did not make AYP in Reading.

Terri Livingston

Asst Principal

Years as Administrator: 7

Years at Current School: 6

Credentials

BS-Education, University of Louisiana; Master of Science-Educational Leadership, Lynn University

Performance Record

2012-2013 Grade B, 61% Reading High Standards, 64% Reading Gains, 55% in Math High Standards, 59% Math Gains, 53% making gains in Math Lowest 25%, 54% High Standards in Science, 65% Writing High Standard.

2011-2012 Grade A, 64% reading, 61% in Math, 64% Reading Gains, 86% Math Gains, 64% making gains in lowest 25%, 58% making learning gains in math, 61% in science, 90% above level 3 in writing.

2010-2011 Grade: A, Meeting High Standards in: Reading 77%, Math 75%, Writing 93%, Science 69%. AYP: 69%, None of the subgroups represented at CMS used to determine AYP status made AYP under the No Child Left Behind Act.

2009-2010 Grade: A, Meeting High Standards in: Reading 78%, Math 80%, Writing 99%, Science 62%. AYP: 90%, Hispanic, Economically Disadvantaged and SWD did not make AYP in Reading. SWD did not Make AYP in Math.

2008-2009: Grade: A, Meeting High Standards in: Reading 77%, Math 77%, Writing 99%, Science 54%. AYP: 90%, Black and SWD did not make AYP in Reading. Black and FRLP did not Make AYP in Math.

2007-2008: Grade: A, Meeting High Standards in: Reading 74%, Math 76%, Writing 99%, Science 50%. AYP: 90%, Black, FRPL, and SWD did not make AYP in Reading. Black and SWD did not make AYP in Math.

2006-2007: Grade: A, Meeting High Standards in: Reading 71%, Math 72%, Writing 99%, Science 51%. AYP: 97%, Black, FRPL, and SWD did not make AYP in Math. SWD did not make AYP in Reading.

Martin Pasquariello

Asst Principal

Years as Administrator: 8

Years at Current School: 8

Credentials

BS- Mental Retardation, Florida State University; Master of Science-Educational Leadership, NOVA Southeastern University; Certification-Educational Leadership

Performance Record

2012-2013 Grade B, 61% Reading High Standards, 64% Reading Gains, 55% in Math High Standards, 59% Math Gains, 53% making gains in Math Lowest 25%, 54% High Standards in Science, 65% Writing High Standard.

2011-2012 Grade A, 64% reading, 61% in Math, 64% Reading Gains, 86% Math Gains, 64% making gains in lowest 25%, 58% making learning gains in math, 61% in science, 90% above level 3 in writing.

2010-2011 Grade: A, Meeting High Standards in: Reading 77%, Math 75%, Writing 93%, Science 69%. AYP: 69%, None of the subgroups represented at CMS used to determine AYP status made AYP under the No Child Left Behind Act.

2009-2010 Grade: A, Meeting High Standards in: Reading 78%, Math 80%, Writing 99%, Science 62%. AYP: 90%, Hispanic, Economically Disadvantaged and SWD did not make AYP in Reading. SWD did not Make AYP in Math.

2008-2009: Grade: A, Meeting High Standards in: Reading 77%, Math 77%, Writing 99%, Science 54%. AYP: 90%, Black and SWD did not make AYP in Reading. Black and FRLP did not Make AYP in Math.

2007-2008: Grade: A, Meeting High Standards in: Reading 74%, Math 76%, Writing 99%, Science 50%. AYP: 90%, Black, FRPL, and SWD did not make AYP in Reading. Black and SWD did not make AYP in Math.

2006-2007: Grade: A, Meeting High Standards in: Reading 71%, Math 72%, Writing 99%, Science 51%. AYP: 97%, Black, FRPL, and SWD did not make AYP in Math. SWD did not make AYP in Reading.

Instructional Coaches**# of instructional coaches**

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials**Performance Record**

Classroom Teachers**# of classroom teachers**

64

receiving effective rating or higher

64, 100%

Highly Qualified Teachers

98%

certified in-field

60, 94%

ESOL endorsed

8, 13%

reading endorsed

6, 9%

with advanced degrees

20, 31%

National Board Certified

3, 5%

first-year teachers

3, 5%

with 1-5 years of experience

9, 14%

with 6-14 years of experience

17, 27%

with 15 or more years of experience

35, 55%

Education Paraprofessionals**# of paraprofessionals**

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Beginning teachers are assigned a mentor and a buddy and are introduced to the Educator's Support Program.
2. District Job Fairs
3. All teachers receive ongoing staff development through scheduled PDD days, Learning Team Meetings, and monthly staff meetings.
4. Teachers have many opportunities to take on leadership roles.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Shadowing
 Daily informal meetings with mentor
 Weekly formal meetings with mentor
 Monthly meetings with ESP contact

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school based RtI Leadership 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.

Evaluating is also termed Response to Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks for all students regardless of their status in

general or special education.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school based Rtl Leadership Team is comprised of the following members: Principal, Assistant Principals, ESE Contact/School Based Team/RTI leader, ELL Facilitator, Guidance Counselors, School Psychologist, Reading Coach, Rtl/Inclusion Facilitator, School Nurse, and School Resource Officer.

Principal and Assistant Principals

Our school administration provides the leadership necessary to oversee and ensure the validity and fidelity of the RTI process. The principal and assistant principals will be responsible for scheduling professional development to support RTI implementation. Assistant principals often act as case managers for students and provide a necessary link between parent and school throughout this process. Administrators assist teachers with developing appropriate interventions and the data collection process.

General Education Teacher

Teachers who identify students for interventions will be a part of the team. Interventions appropriate to the specific tier will be developed and implemented by the general education teacher with assistance and guidance from team members.

Instructional Reading Coach

Our instructional reading coach will assist in developing and evaluating school core content standards/ programs and identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She will also assist in the design and implementation for progress monitoring, data collection, and data analysis.

ESE Contact/School Based Team/RTI leader

The ESE Contact/School Based Team/RTI leader will collaborate with the RTI Leadership Team and staff to provide knowledge of all Tiers of interventions.

Guidance Counselors

Our guidance counselors have knowledge of community resources and behavioral interventions, act as case managers, assist in the data interpretation and are instrumental in providing information on the social/emotional needs of our students.

School Psychologist

Detailed information and expertise will be provided by the school psychologist on the interpretation and analysis of data. Consults with teachers and guidance counselors on appropriate tiered interventions.

School Nurse

The school nurse will assist the team with medical updates that may also include the emotional state of a student. She also provides community resources and support.

School Resource Officer

Our school resource officer will assist the team by providing his knowledge of students based on his personal contact with them while on campus and from information gathered while collaborating with local law enforcement agencies, and county judicial system.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Members of the school based Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY14 SIP. Utilizing the previous year's data, information on Tier 1, Tier 2, and Tier 3 targets and focus attention on deficient areas will be discussed.

Topics for discussion include, but are not limited to, the following:

FCAT scores and the lowest 25%

Subgroup data

Strengthens and weaknesses of intensive programs

Mentoring, tutoring, and other services.

The RtI/Inclusion Facilitator will provide professional development for the SAC members on the RtI process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:

Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences

Midyear data:

Palm Beach County Winter Diagnostics
Palm Beach Writes
Progress Monitoring and Reporting Network (PMRN)

End of year data:

Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be offered to RtI/Inclusion Facilitators by district staff.

The school-based RtI/Inclusion Facilitator will provide in-service to the faculty on designated professional development days (PDD). These in service opportunities will include, but are not limited to, the following:

- problem Solving Model
- consensus building
- schoolwide Positive Behavioral Support(SwPBS)
- data based decision making to drive instruction
- progress monitoring
- selection and availability of research based interventions
- tools utilized to identify specific discrepancies in reading.

Individual professional development will be provided to classroom teachers, as needed.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program

Minutes added to school year: 6,480

Instruction in core academic subjects, enrichment activities that contribute to a well-rounded education, teacher collaboration, planning and professional development.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Both qualitative and qualitative data are analyzed to determine proficiency and growth and staff collaborate with core area teachers to determine needs and opportunities.

Who is responsible for monitoring implementation of this strategy?

Duana Daniels

Strategy: Before or After School Program

Minutes added to school year:

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

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Both qualitative and qualitative data are analyzed to determine proficiency and growth and staff collaborate with core area teachers to determine needs and opportunities.

Who is responsible for monitoring implementation of this strategy?

Eagles Excellence Hour Mrs. Clemons

Strategy: Before or After School Program**Minutes added to school year:** 15,500

More than 78% of all school-age students live in homes in which both parents are working outside the home. 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)

""

How is data collected and analyzed to determine the effectiveness of this strategy?

Enrollment/Attendance records

Who is responsible for monitoring implementation of this strategy?

Kathy Martino After School Talons Program

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Dr. Stephanie Nance	Principal
Martin Pasquariello	Assistant Principal
Terri Livingston	Assistant Principal
Debbie Still	Reading Teacher
Claude Smith	PDD Coordinator

How the school-based LLT functions

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on the team. The LLT meets at least once a month.

The principal meets with the LLT at least once a month. Agenda topics include the discussion of the team's goals and progress, as well as identification of new strategies and activities to implement. As additional needs and concerns arise, the LLT investigates the concern, studies and plans a course of action, implements the action, analyzes its effectiveness, and reflects on the process. This is a continuous process throughout the entire school year.

Major initiatives of the LLT

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.

Describe the plan to ensure all teachers incorporate reading instruction in all classes.

Reading & Social Studies

The goal of content area instruction is 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 received 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.

8

Search & Destroy is a strategic reading routine, developed by our district, which maximizes students' performance on FCAT, as well as, with any reading task; however, this is not a "teaching-to-the-test" method. The Search & Destroy routine enables students to reach increased levels of comprehension through the combining of four highly effective reading strategies (Preview, Focus Questions, Chunking, and Mark up the Text).

The following research supports the systematic delivery of explicit instruction in the use of strategies, such as, the Search & Destroy routine:

- Strategy instruction improves comprehension of texts (The Report of the National Reading Panel, 2006).
- Struggling readers benefit from explicit instruction in the use of strategies. (RAND Report on Reading Comprehension, 2002)
- The explicit teaching of strategies improves comprehension. (Pressley, 2002)
- Students need to be taught a set of strategies that they can use on their own when they read text, especially when they encounter difficulties. (Dole, 2000)

Math & Science

Teachers attend CRISS Science and/or CRISS Mathematics training's and incorporate strategies into their instructional delivery methods. Teachers incorporate read alouds into the curriculum from a variety of content area text (both fiction and nonfiction). Teachers incorporate science notebooks, journals, or writing prompts as a tool to improve literacy skills..

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Sustained silent reading with teacher support is provided in every content and elective area classroom. Content area classroom teachers will utilize reading strategies during lessons to support student understanding.

Each content area teacher is required to integrate reading strategies into the content area they teach. Professional Development will be provided to each content area teacher on integrating reading strategies within the regular lesson.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Through the Choices program.

Strategies for improving student readiness for the public postsecondary level

Crestwood will focus on improving on articulation from elementary to middle to high. Students will be challenged by rigorous courses such as Algebra, Algebra Honors, and Geometry Honors. Students will have the opportunity to

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	61%	No	72%
American Indian				
Asian	87%	70%	No	88%
Black/African American	56%	48%	No	60%
Hispanic	68%	61%	No	71%
White	77%	69%	No	79%
English language learners	31%	26%	No	38%
Students with disabilities	44%	16%	No	50%
Economically disadvantaged	61%	52%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	309	30%	35%
Students scoring at or above Achievement Level 4	312	30%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	654	64%	69%
Students in lowest 25% making learning gains (FCAT 2.0)	151	61%	66%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	11	27%	32%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	30%	35%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	229	65%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	55%	No	72%
American Indian				
Asian	88%	76%	No	90%
Black/African American	55%	38%	No	60%
Hispanic	72%	55%	No	75%
White	75%	66%	No	78%
English language learners	43%	33%	No	48%
Students with disabilities	46%	19%	No	51%
Economically disadvantaged	60%	44%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	293	29%	34%
Students scoring at or above Achievement Level 4	262	26%	31%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	603	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	135	53%	58%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	183	70%	75%
Middle school performance on high school EOC and industry certifications	178	97%	98%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	42%	47%
Students scoring at or above Achievement Level 4	90	55%	59%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Achievement Level 4	18	100%	100%

Area 4: Science**Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	88	25%	30%
Students scoring at or above Achievement Level 4	101	29%	34%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		100
Participation in STEM-related experiences provided for students	350	33%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	457	44%	49%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	1%	0%
Students who fail a mathematics course	13	1%	0%
Students who fail an English Language Arts course	18	2%	0%
Students who fail two or more courses in any subject	47	5%	0%
Students who receive two or more behavior referrals	184	18%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	104	10%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Crestwood would like to increase the number of parents attending the following events:

Open House
Eagle Curriculum Night
PTO Sponsored events

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parent Participation in Curriculum Events	600	60%	80%

Area 10: Additional Targets**Additional targets for the school**

Crestwood will infuse the content required by Florida Statute as applicable to appropriate grade levels, including but not limited to :

History of holocaust
History of Africans and African American Studies
Hispanic Contributions
Women's Contributions
Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse content required by Florida State statute for all grade levels	62	100%	100%
		%	%

Goals Summary

- G1.** Crestwood Middle School will increase writing proficiency in grade 8.
- G2.** Crestwood will increase math proficiency in all grades 6-8.
- G3.** Crestwood will increase reading proficiency in all grades 6-8.

Goals Detail

G1. Crestwood Middle School will increase writing proficiency in grade 8.

Targets Supported

- Writing

Resources Available to Support the Goal

- Daily schedule of silent sustained reading (Just Read) Saturday tutorial program (Eagles Enrichment)

Targeted Barriers to Achieving the Goal

- Excessive absenteeism
- Infusing Writing into all curriculum areas with fidelity

Plan to Monitor Progress Toward the Goal

Infused writing across all curricular areas with fidelity

Person or Persons Responsible

Administration, instructional staff

Target Dates or Schedule:

Monthly

Evidence of Completion:

Palm Beach Writes Scores, FCAT Writes scores, and classroom assessments These results will be monitored by administration and instructional staff

G2. Crestwood will increase math proficiency in all grades 6-8.

Targets Supported

- Algebra 1 EOC
- Geometry EOC
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal

- Academic Games, Mathletes (enrichment for levels FCAT 4 and 5), Eagles Achievement Saturday Tutorials, Eagles Enrichment Afternoon Tutorial, Talons After School Program, Intensive math courses

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Administration, guidance, instructional staff, students, parents

Target Dates or Schedule:

As needed throughout the school year

Evidence of Completion:

Increased proficiency in math in all grades 6-8. Diagnostic assessments, CORE K12 assessments, teacher assessments

G3. Crestwood will increase reading proficiency in all grades 6-8.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- Science - Middle School
- STEM
- STEM - All Levels
- CTE

Resources Available to Support the Goal

- 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 FCAT assessment

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

Increased success on: Fall and Winter Diagnostic Assessments FAIR Assessment Reading Counts Results

Person or Persons Responsible

Administration and Teaching Staff

Target Dates or Schedule:

Upon availability, immediate review of data from each administered assessment

Evidence of Completion:

Measure through diagnostic assessments, FAIR, and Reading Counts results

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Crestwood Middle School will increase writing proficiency in grade 8.

G1.B1 Excessive absenteeism

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

Action Step 1

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 or Persons Responsible

SBT, Teaching Staff, Parents, Students

Target Dates or Schedule

Weekly

Evidence of Completion

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

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

Parent conference with attendance liaison followed up with corrective action plan

Person or Persons Responsible

Administration, Guidance, Attendance Clerk, Parent, Student

Target Dates or Schedule

As Needed

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

Daily attendance for all students, daily attendance for identified students

Person or Persons Responsible

Administration, SBT, guidance, attendance clerk

Target Dates or Schedule

Daily to weekly depending on the circumstance and student

Evidence of Completion

Signed attendance contracts, SBT minutes, Truancy referrals

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.

Action Step 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.

Person or Persons Responsible

Administration, all instructional staff, students

Target Dates or Schedule

Daily as needed

Evidence of Completion

Palm Beach Writes scores, FCAT Writes scores and classroom assessments These results will be monitored by administration and instructional staff

Facilitator:

Claude Smith

Participants:

PD Team

Action Step 2

Area 5 Student Writing Session 1-4

Person or Persons Responsible

Area Personnel

Target Dates or Schedule

4 session prior to FCAT

Evidence of Completion

Sign in sheets PDD Component Opened Participants PDD followup

Facilitator:

Claude Smith

Participants:

Instructional Staff, Administration, District Presenters

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

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. Teacher and student engagement in writing activities that

Person or Persons Responsible

Instructional staff, students

Target Dates or Schedule

Daily

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B2.S1

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

Person or Persons Responsible

Administration, instructional staff

Target Dates or Schedule

Daily or as needed

Evidence of Completion

Palm Beach Writes Scores, FCAT Writes scores, and classroom assessments These results will be monitored by administration and instructional staff

G2. Crestwood will increase math proficiency in all grades 6-8.

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

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.

Action Step 1

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 or Persons Responsible

Administration Mrs. Clemons (Eagles Enrichment Facilitator) Ms. Daniels (Eagles Academy Facilitator) Ms. Martino (After school Director)

Target Dates or Schedule

Throughout the school year

Evidence of Completion

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

Action Step 2

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

Person or Persons Responsible

Administration Mrs. Clemons (Eagles Enrichment Facilitator) Ms. Daniels (Eagles Academy Facilitator) Ms. Martino (After school Director)

Target Dates or Schedule

Identification of areas of weakness took place in May of 2013 (identified traditional weaknesses), August of 2013 (identified weaknesses according to FCAT results 2013) and once again in September of 2013 (identified weaknesses according to Fall Diagnostic Results)

Evidence of Completion

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

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

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

Person or Persons Responsible

Administration Mrs. Clemons (Eagles Enrichment Facilitator) Ms. Daniels (Eagles Academy Facilitator) Ms. Martino (After school Director)

Target Dates or Schedule

Throughout the school year during tutoring/instructional sessions

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B1.S1

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 or Persons Responsible

Math instructional staff, Administration

Target Dates or Schedule

Throughout the school year, after each of the listed evidence assessment data becomes available

Evidence of Completion

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

G2.B2 Student absenteeism

G2.B2.S1 School based team will meet to discuss students that have been placed on an attendance contract or that have been referred for truancy/attendance/OSS/ISS.

Action Step 1

Monitor daily attendance records via terms and EDW specifically looking for excused and unexcused absences, and in and out of school suspensions.

Person or Persons Responsible

SBT, Teaching Staff, Parents, Attendance Clerk, Students

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Parent conference with attendance liaison followed up with corrective action plan

Person or Persons Responsible

Administration, Guidance, Attendance Clerk, Parent, Student

Target Dates or Schedule

As needed

Evidence of Completion

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

Plan to Monitor Effectiveness of G2.B2.S1

Daily attendance for all students, daily attendance for identified students

Person or Persons Responsible

Administration, SBT, guidance, attendance clerk

Target Dates or Schedule

Daily to weekly depending on the circumstances of the student

Evidence of Completion

Signed attendance contracts, SBT minutes, truancy referrals

G3. Crestwood will increase reading proficiency in all grades 6-8.

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.

Action Step 1

Identify specific reading needs from formative and summative assessments

Person or Persons Responsible

Administration and Instructional Staff

Target Dates or Schedule

Prior to the start of the school year and throughout the school year

Evidence of Completion

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

Facilitator:

Claude Smith

Participants:

Administration and Teaching Staff

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

Classroom walk throughs and review of student portfolios

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

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

Plan to Monitor Effectiveness of G3.B1.S1

Scores from SRI, FAIR, standardized assessments

Person or Persons Responsible

Administration and Instructional staff

Target Dates or Schedule

quarterly

Evidence of Completion

Increased reading data scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Our School integrates Single School Culture by sharing our universal guidelines for success following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. WE update our action plans during learning team meetings. We instill an appreciation for Multicultural Diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Crestwood Middle School will increase writing proficiency in grade 8.

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

Target Dates or Schedule

Daily as needed

Evidence of Completion

Palm Beach Writes scores, FCAT Writes scores and classroom assessments These results will be monitored by administration and instructional staff

PD Opportunity 2

Area 5 Student Writing Session 1-4

Facilitator

Claude Smith

Participants

Instructional Staff, Administration, District Presenters

Target Dates or Schedule

4 session prior to FCAT

Evidence of Completion

Sign in sheets PDD Component Opened Participants PDD followup

G3. Crestwood will increase reading proficiency in all grades 6-8.

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

Target Dates or Schedule

Prior to the start of the school year and throughout the school year

Evidence of Completion

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

Appendix 2: Budget to Support School Improvement Goals