

The School District of Palm Beach County

Crestwood Community Middle



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	26
Budget to Support Goals	27

Crestwood Community Middle

64 SPARROW DR, Royal Palm Beach, FL 33411

<https://cstm.palmbeachschools.org>

Demographics

Principal: Stephanie Nance

Start Date for this Principal: 8/18/2006

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (54%) 2017-18: B (56%) 2016-17: B (56%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	27

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64 SPARROW DR, Royal Palm Beach, FL 33411

<https://cstm.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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 all students a world-class education with excellence and equity to empower each student to reach his or her potential.

We will achieve our mission by:

As a school, we are committed to dismantling racism and other systems of oppression and inequity. We will create equitable and inclusive schools that ensure students have what they need to be successful in school and life. As a school, we acknowledge the existence of - and will eliminate - systems, processes, and mindsets that perpetuate race, ethnicity, poverty, disability, language status, undocumented status, religious affiliation, gender identity, and sexual orientation as predictors of achievement. We are not “gender neutral” or “gender blind;” rather we seek to acknowledge the individual journey of every student as they explore

their own gender. Cultivating a school culture where positive relationships with students are fostered in a safe and nurturing learning environment, where students can develop their voice, and acquire skills in taking ownership of their learning. Setting high academic standards and providing rigorous and individualized instruction to meet the needs of all students. Ensuring all students are prepared to succeed in high school and their post-secondary endeavors. This will be accomplished through the continued enhancement of programs and services, strengthening of parent and community involvement and maintaining an open line of communication among all stakeholders.

Provide the school's vision statement.

Crestwood is an educational and working environment, where both students and staff are unimpeded by bias or

discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish. Crestwood will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice. The joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Nance, Stephanie	Principal	Principal : Oversee all aspects of operational and instructional processes, people, and technology. 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.
Kaliser, Melissa	Assistant Principal	Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and making process of the specified department(s). Additionally, Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Jolly, Amanda	Other	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. The ESE Coordinator participates in collection, interpretation, and analysis of data; facilitate development of intervention plans; provide support for intervention fidelity and evaluation; facilitate data-based decision making activities.
Pasquariello, Martin	Assistant Principal	Provide insight/input on academic achievement, discipline data, and work as liaisons with classroom teachers. Assistant Principals each are designated liaisons to certain departments to maintain a close connection to the curriculum and making process of the specified department(s). Additionally, Principals attend designated Common Planning meetings to provide insight and leadership for curriculum decisions.
Hutchins, lisa	School Counselor	Provides individual, group and classroom counseling for students; serves as a liaison to community, county, state and federal agencies and programs; assist students and parents with course selection and scheduling; provides career, vocational, academic and attendance support to students.

Demographic Information

Principal start date

Friday 8/18/2006, Stephanie Nance

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

761

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	232	263	266	0	0	0	0	761
Attendance below 90 percent	0	0	0	0	0	0	8	5	15	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	31	26	10	0	0	0	0	67
Course failure in ELA	0	0	0	0	0	0	94	77	63	0	0	0	0	234
Course failure in Math	0	0	0	0	0	0	61	46	67	0	0	0	0	174
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	57	62	55	0	0	0	0	174
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	69	76	85	0	0	0	0	230
Number of students with a substantial reading deficiency	0	0	0	0	0	0	57	62	55	0	0	0	0	174
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	49	63	50	0	0	0	0	162
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	43	56	43	0	0	0	0	142

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	91	82	90	0	0	0	0	263

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	15	31	30	0	0	0	0	76
Students retained two or more times	0	0	0	0	0	0	0	1	2	0	0	0	0	3

Date this data was collected or last updated

Monday 9/13/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	262	269	268	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	20	29	31	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	47	59	48	0	0	0	0	154
Course failure in ELA	0	0	0	0	0	0	61	36	52	0	0	0	0	149
Course failure in Math	0	0	0	0	0	0	55	42	50	0	0	0	0	147
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	41	45	0	0	0	0	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	47	54	0	0	0	0	124
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	114	129	133	0	0	0	0	376
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	117	105	67	0	0	0	0	289

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	43	50	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	28	32	20	0	0	0	0	80
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	262	269	268	0	0	0	0	799
Attendance below 90 percent	0	0	0	0	0	0	20	29	31	0	0	0	0	80
One or more suspensions	0	0	0	0	0	0	47	59	48	0	0	0	0	154
Course failure in ELA	0	0	0	0	0	0	61	36	52	0	0	0	0	149
Course failure in Math	0	0	0	0	0	0	55	42	50	0	0	0	0	147
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	19	41	45	0	0	0	0	105
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	23	47	54	0	0	0	0	124
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	0	0	114	129	133	0	0	0	0	376
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	0	0	117	105	67	0	0	0	0	289

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	50	43	50	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	28	32	20	0	0	0	0	80
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				53%	58%	54%	52%	56%	53%
ELA Learning Gains				48%	56%	54%	49%	57%	54%
ELA Lowest 25th Percentile				36%	49%	47%	43%	49%	47%
Math Achievement				64%	62%	58%	59%	61%	58%
Math Learning Gains				58%	60%	57%	59%	61%	57%
Math Lowest 25th Percentile				40%	53%	51%	58%	54%	51%
Science Achievement				46%	52%	51%	46%	55%	52%
Social Studies Achievement				69%	75%	72%	66%	75%	72%

Grade Level Data Review - State Assessments

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	2021					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison						
07	2021					
	2019	48%	53%	-5%	52%	-4%
Cohort Comparison		-54%				
08	2021					
	2019	53%	58%	-5%	56%	-3%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	56%	60%	-4%	55%	1%
Cohort Comparison						
07	2021					
	2019	39%	35%	4%	54%	-15%
Cohort Comparison		-56%				
08	2021					
	2019	73%	64%	9%	46%	27%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	46%	51%	-5%	48%	-2%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	72%	-6%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	99%	64%	35%	61%	38%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	60%	40%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track student's academic progress of growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. Various reports will be used to monitor and support student learning.

FSQ's, USA's, diagnostic scores, as well as IXL and Reading Plus will be used throughout the year to monitor progress for students in all grades 6-8.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	48	54
	Economically Disadvantaged	52	39	46
	Students With Disabilities	26	18	20
	English Language Learners	11	7	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45	41	44
	Economically Disadvantaged	42	37	40
	Students With Disabilities	27	22	26
	English Language Learners	7	0	14

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	37	37
	Economically Disadvantaged	39	34	35
	Students With Disabilities	10	9	6
	English Language Learners	13	12	11
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	46	28
	Economically Disadvantaged	44	45	26
	Students With Disabilities	28	29	14
	English Language Learners	30	29	12
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	48	50
	Economically Disadvantaged	46	45	47
	Students With Disabilities	38	35	36
	English Language Learners	28	28	20

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	57	55
	Economically Disadvantaged	54	52	50
	Students With Disabilities	34	35	34
	English Language Learners	28	14	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	60	42	44
	Economically Disadvantaged	54	38	41
	Students With Disabilities	34	20	28
	English Language Learners	28	33	40
	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	52	50
Science	Economically Disadvantaged	50	50	46
	Students With Disabilities	18	26	22
	English Language Learners	23	26	20
	Number/% Proficiency	Fall	Winter	Spring
	All Students	52	52	50
	Economically Disadvantaged	50	50	46

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	30	24	20	20	13	29	34	45		
ELL	28	38	32	28	23	22	14	49	50		
ASN	80	84		70	37						
BLK	46	44	37	41	32	15	47	60	61		
HSP	53	49	29	49	34	19	47	61	67		
MUL	54	58		58	39		36	64	60		
WHT	63	54	33	64	49	24	71	69	80		
FRL	46	45	31	44	32	14	43	60	61		
2019 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 2017-18	C & C Accel 2017-18
SWD	23	34	27	35	45	28	28	44	50		
ELL	40	44	33	48	39	24	24	35			

2019 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 2017-18	C & C Accel 2017-18
ASN	76	53		71	71						
BLK	47	47	38	58	55	39	40	67	79		
HSP	55	41	27	61	54	38	45	59	67		
MUL	53	51	46	67	63		29	85	91		
WHT	59	55	46	74	66	41	58	76	71		
FRL	47	44	38	58	56	42	39	62	73		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	68
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	56
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Overall when looking at our data at all levels, subgroups and content areas, our performance data from FY19 demonstrated that 36% of our lowest 25% in ELA scored at a level 3 or better and 40% of students in the lowest 25% in Math scored at a level 3 or higher. Our lowest performance components in FY21 were students making learning gains in math at 37% with a decrease of 21% points from the previous assessment and students in the lowest 25% in math, 17% with a decrease of 23% points from the previous assessment. The performance trend from the previous three years demonstrates an overall decrease in the percent of L25 students and students overall making math gains. ELA scores have remained fairly consistent.

Two subgroups who performed substantially below the ESSA standard of 41% threshold and 30% lower than their peers in math were SWD and ELL students. When comparing SWD and Non-SWD there was a 36% point gap in students performing at a level three or higher with SWD having scored only 20% level 3 or higher. ELL students compiled only a 15% of level 3 or higher. Students not accounted for in these subcategories demonstrated a level three or higher; Non-ELL at 55% and Non-ESE at 59%. The data trends for ELL and SWD students follow the same trajectory at all grade levels when compared to students not categorized in a subgroup.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2019 state assessments, the greatest need for improvement occurred in the area of mathematics. Based on the FY21 FSA data. students scoring Level 3 or higher in Math decreased from 64% to 50%; Math Learning gains from 58% to 37%; and Math L25 from 40% to 17%.

When reviewing student subgroups, the largest data component decline occurred within student subgroups of SWD and ELL students. These two subgroups performed substantially below the ESSA standard of 41%. When comparing SWD and Non-SWD there was a 36% point gap; 59% of non-SWD students performed at a level three or higher with SWD having scored only 20% level 3 or higher. When comparing ELL and non-ELL there was a 40% point gap at level 3 or higher; 55% of non-ELL students performed at a level 3 or higher with ELL students having scored only 15% level 3 or higher.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Sixty-percent of the student body remained in virtual learning for the FY21 school year; the widening gap between students who are performing at the highest level on math assessments & those who are

performing at the lower level on math assessments; this trend can be seen at CMS and at the district, state and national levels. This loss has been in part attributed to lost instructional time and effective instructional practices during the COVID pandemic. Teachers had to teach from multiple platforms. Lower performing students were most affected by even the best efforts of our teachers.

In order to close the learning gap, we will identify students in need and provide tutorial instruction beyond the regular math instruction provided in their core math class. We will have data chats with teachers specifically designed to discuss the identified students and progress monitor through multiple assessments such as but not limited to: USA's, FSQ's, IXL. During PLC's, math teachers will identify student learning needs and will adjust instruction to help those students struggling and those exceeding expectations. This will ensure the most rigorous levels of learning for all levels of learners. Teachers will administer FSQs and USAs to assess student performance on standards followed by adjustments to instruction according to the areas of demonstrated need.

Adjust the master board configuration by hiring additional math teachers to support the identified students in classrooms with a 10 to 1 student to teacher ratio and decrease the number of sections that ESE strategists are assigned.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the FY21 FSA data, science was the largest area of improvement, students scoring level 3 or higher increased from 46% to 51%. Students making learning gains in ELA increased from 48% to 49% and students scoring level 3 or higher in ELA remained consistent from previous years at 53%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

School administration worked collaboratively with science and ELA teachers on cultivating positive team relations. During designated PLCs, school administration worked with each department in establishing departmental goals and expectations, and provided insight for curriculum, lesson planning and data-based decision making activities.

Science and ELA teachers regularly participated in PLC collaboration meetings, which focused on targeted standards-based instructional planning, the implementation of an instructional focus calendar, the administering & analysis of FSQs, USAs, and district diagnostic assessments, and other progress monitoring of student performance on standards. Based on the outcomes of the student performance data, teachers made adjustments to instruction according to the areas of demonstrated need.

Teachers supported schoolwide ELA/Reading initiatives of the R.A.C.E. Strategy and schoolwide reading standard. The school-wide reading standard was infused in all subject areas with reading strategies and reading standards embedded in all content area courses. This included familiarizing students with academic vocabulary words that helped students understand oral directions and classroom instructions as well as comprehend text across different subject areas. CMS also initiated our schoolwide R.A.C.E. strategy. R.A.C.E. is a strategy to help students answer questions and cite evidence from a given text. This strategy provides students a framework for short answer and extended response questions. Students will support their answer with information from the text and extend their answer by backing up information from the text with their prior knowledge about the topic.

What strategies will need to be implemented in order to accelerate learning?

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level.

Our tutorial program will identify and address the individual needs of students who are not yet proficient and prepare them to reach proficiency and success. Teachers will incorporate effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. Teachers utilize a variety of teaching strategies in which they have been previously trained and will continue to engage in job embedded professional learning opportunities throughout the school year as monitored via instructional planning, teacher observations, teacher data chats, analysis of student data and common planning by departments.

We will continue the implementation of our schoolwide ELA/Reading Initiatives of the R.A.C.E. and school-wide reading standard. The school-wide reading standard familiarizes students with academic vocabulary words to help students understand oral directions and comprehend text across different subject areas. R.A.C.E. is a strategy to help students answer questions and cite evidence from a given text. This strategy provides students a framework for short answer and extended response questions. Students will support their answer with information from the text and extend their answer by backing up information from the text with their prior knowledge about the topic.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be provided to teachers throughout the year with a focus on standards based instruction, how to utilize progress monitoring and district assessments to assess student progress & mastery, and analyze data results to drive instruction in the classroom. During the months of October through December district provided professional development will be provided in support of our PLC's. Areas of focus will be but not limited to: 1) Navigation/Review of Report(s) in Performance Matters 2) Data Analysis of most recent assessment(s) 3) Lesson Planning based on student performance

In continued efforts to bolster our teacher's capacity, we will offer professional development in the months of September and October in the development of teacher Professional Growth Plan's. This training will be provided by Crestwood Middle School administration and will cover: assistance with choosing appropriate element's for Deliberate Practice/Professional Growth Plan, how to embed strategies into instructional practice to achieve the desired effect, and strategies for monitoring teacher progress.

Staff will participate in school-wide positive support training to learn how to cultivate and engage positive relationships with students, parents and staff.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice and foster independence through their engagement in their daily lessons. Mental Health is also a primary component for achieving increased student achievement and we will address this with the assistance of our school counseling team. We will provide individual and group counseling for students with academic, behavioral or mental health concerns. We will provide SEL lessons to educate students on mental health issues. We will provide Suicide Risk Assessments and Self Harm Risk Assessments to those students in need. Our Behavioral Health Professional, Chauncy Davis will provide targeted approach

to counseling students. Every Wednesday the entire school teaches an SEL lesson during our Wellness Wednesday block. The block lasts for 25 minutes. The lessons are provided by the School Counseling team and are derived from the Second Step, the School District SEL website or are created by the School Counselors.

Here at Crestwood we are always looking for ways to celebrate our students successes. Student recognition programs include: Eagles Swag awards, Character Counts, Quarterly Honor Roll and 8th Grade Awards assembly. Parent Teacher conferences are offered Mondays and Wednesday from 8:45-9:15. All teachers of the select students are present for the conference. The lowest 25% is targeted, along with behavior concerns and specific academic concerns. The conferences are offered face to face or virtual.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale:	<p>If we focus on standards-based instruction to increase learning gains in school-wide Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme 1-Goal 3, College & Career Readiness.</p> <p>Overall when looking at our data at all levels, subgroups and content areas, our performance data from FY19 demonstrated that 36% of our lowest 25% in ELA scored at a level 3 or better and 40% of students in the lowest 25% in Math scored at a level 3 or higher. Our lowest performance components in FY21 were students making learning gains in math at 37% with a decrease of 21% points from the previous assessment and students in the lowest 25% in math, 17% with a decrease of 23% points from the previous assessment. The performance trend from the previous three years demonstrates an overall decrease in the percent of L25 students and students overall making math gains.</p> <p>Our goal is to be strategic and focus on standard-based instruction to ensure best instructional practices are utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.</p>
	<p>On the FY22 Math FSA, CMS students will increase their overall percentage of proficient students (students scoring a level 3 or higher on the FY22 Math FSA) 14% points, bringing our students average score back to 64% points.</p>
Measurable Outcome:	<p>On the FY22 Math FSA, CMS students will increase their percentage of students making learning gains in math by 21% points returning the average score to the former percentage of 58% points.</p>
Monitoring:	<p>On the FY22 Math FSA, CMS students will increase their percentage of L25 learning gains in math by 23% points returning the average score to the former percentage of 40% points.</p> <p>Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Crestwood Middle we strategically plan for a variety of monitoring techniques:</p> <p>review of lesson plans, data analysis, teacher data chats, classroom walkthroughs, student attendance, formal observations of teachers, Professional Learning Communities attendance/participation, monitoring of SEL needs by school counselors and BHP and student work samples.</p> <p>The monitoring will be supported by key members of the leadership team: Principal, Assistant Principals and school dept. heads/PLC leaders.</p>
Person responsible for monitoring outcome:	<p>Stephanie Nance (stephanie.nance@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. FSA tutoring programs to ensure learning supplemented with additional resources and teacher support.

3. Math teachers will incorporate the use of technology-based programs including Math Nation and IXL.
4. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively collaborate to focus on best practices and methodologies.
5. Hiring of additional math teacher to provide targeted and intensive math instruction for identified high need learners.

Rationale for Evidence-based Strategy:

1. The rationale for small group instruction is to provide high need learners with targeted mathematics instruction.
 2. The rationale for tutorials is to provide students with additional academic support and remediation beyond the school day.
 3. The rationale for the use of technology based programs is to provide individualized instructional support that targets students' specific academic needs.
 4. The rationale for PLC's is to build teacher instructional capacity through strategic professional learning opportunities that will help students meet grade level proficiency.
 5. The rationale for hiring an additional math teacher is to reduce student teacher ratio's in order to provide small group intensive support for high need learners.
- The rationale behind selecting these areas of focus are based on the data from student performance on the FY 21 FSA scores and the FY 19 FSA and subgroup data.

Action Steps to Implement

Action Steps to Implement:

1. Incorporate Small group instruction:
 - a. Students will be assessed using USA's and FSQ's.

Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

 - b. Teachers will analyze student data to determine strengths and weaknesses in content area.
 - c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities.
 - d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
 - e. Teachers develop ongoing formative assessments to track student learning n make adjustments to instruction.

Person Responsible Melissa Kaliser (melissa.kaliser@palmbeachschools.org)

2. Tutorials:
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
 - c. Analyze teacher classroom data to determine who will be tutors.
 - d. Provide tutors with training to understand expectations and become familiar with materials to execute tutorials.
 - e. Students will be selected and grouped for pullout tutorials, afterschool and Saturday success academies based on the results from FY21 FSA/EOCs, FSQs, USAs and Winter Diagnostics; and ESSA identified subgroups: Black, ELL, and SWD.

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

3. Adaptive Technology (IXL, Math Nation, Reading Plus, Study Island):
 - a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
 - b. Teachers will develop a rotational schedule to ensure all students have access to technology.
 - c. Teachers will engage students in small group instruction based on adaptive technology results.

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

4. PLC's/Professional Development:

- a. Development of a PLC schedule to include all content area teachers, resource teachers, and electives.
- b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs c. Two Instructional coaches and resource teacher will develop and implement the coaching cycle to build teachers capacity with the gradual release model, small group instruction and differentiated instruction.
- d. Instructional coaches and resource teachers will assist with standards-based planning to build teachers

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 463 out of 553 considered High risk compared to all middle/junior schools statewide. We reported 7.1 incidents per 100 students. This rating was for a total enrollment of 815 with 30 incidents for 2019-2020 school year.

When looking at the ranking details the incidents rated high are violent incidents. Our issues fall under Fighting, Physical Attack, Bullying, and Harassment, incidents. We had 25 property incidents and ranked very high for Drug/Public Order incidents for the State and 36/36 for the County. The incidents we ranked for are Weapons, Disruption on Campus, Other Major Offenses, and Tobacco. Our total reported suspension ranked very high. We had 114 in-school suspensions and 99 out of school suspensions in 2019-2020.

Crestwood will provide mentoring of our male students to support and foster positive relationships with all. Through our Choice programs learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, and balanced and reflective individuals.

We have initiated a new School Wide Comprehensive Discipline intervention Plan to decrease the number of out-of-school suspensions and provide an alternative solution to address student behavior needs. The curriculum for Comprehensive Discipline Intervention Plan known as the Alternative Learning Community (ALC) includes Restorative Justice facilitated by the Behavioral Specialist, instruction in reading and math provided by the Coaches during ALC, and a student reflection requirement submitted as an Exit Ticket.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SwPBS through data, lessons and resources. We will monitor the school culture and environment through the following: We will continue to establish growth mindset culture by working collaboratively with teachers and school staff to create a school environment encouraging academic success and striving to one's potential; provide opportunities for students to: enhance their self-efficacy beliefs and competence, develop attributional beliefs, see value in tasks related to achievement, develop autonomy; provide opportunities for parents to meet with teachers to discuss students' academic progress and participate in school-based activities; Train teachers in research-based SEL curriculum to recognize warning signs, initiate conversations and refer students to the appropriate social emotional learning services; Provide social-emotional lessons to students to help them develop self-awareness, self-regulation, social awareness and responsible decision-making skills.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be our SOAR (safety, organization and achievement responsibility guidelines. (single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

Crestwood continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration.

School Councilor: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included.

Teachers: incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Section IV 1003.42 Mandatory Curriculum & Content (add in section A or B)

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction applicable to appropriate grade levels including but not limited to:

- (a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
- (b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
- (c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
- (d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
Total:			\$0.00