Crestwood Community Middle

2022-23 Schoolwide Improvement Plan

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Crestwood Community Middle

64 SPARROW DR, Royal Palm Beach, FL 33411

https://cstm.palmbeachschools.org

Demographics

Principal: Stephanie Nance

Start Date for this Principal: 6/18/2007

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	84%
2021-22 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	2021-22: B (54%) 2018-19: B (54%) 2017-18: 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	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	84%

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	2021-22	2020-21	2019-20	2018-19
Grade	B		B	B

School Board Approval

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Kaliser, Melissa	Assistant Principal	Assistant principal for discipline primarily 6th grade. Cambridge Pre-AICE administrator. Coordinates implementation of curriculum development. Department Instructional leaders facilitator. Facilitates PGP teacher data chats. Assessment coordinator, coordinates the administration of all district and state assessments. Instructional materials coordinator, coordinates the ordering, distribution and collection of all textbooks. Co-liaison for SAC and assists in the development of the School Improvement Plan. Coordinator of the Educator Support Program for new teachers. Conducts school based presentations relating to data analysis, single school culture and professional development. Assists in the selection and placement of staff. Learning teams/PLC support facilitator.
Nance, Stephanie	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.
Pasquariello, Martin	Assistant Principal	He is the grade level administrator for 8th grade. Provide insight/input on academic achievement, discipline data and work as liaisons with classroom teachers. He is the Academies Coordinator, initiates and processes Alternative Education placements. Builds master schedule and handles all functions relating to scheduling. Supervises course descriptions and course selection sheets for student registration. Administrative coordination and scheduling. Threat assessment coordinator and school based team administrator. Coordinates updating student handbook and attendance administrator. Monitors campus supervision, coordinates student health initiatives and responsible for physical plant.
Smith, Claude	Assistant Principal	He is the grade level administrator for 7th grade. Title I Administrator, oversees all aspects of the Title I Program. Assists with the administration and coordination of District and State assessments. Supervises transportation of students and takes receipt of all bus misconduct reports. Monitors lease agreements and collaborates with school treasurer regarding scheduling and coverage. Oversees the development of the school yearbook and scheduling of related activities. Learning Teams/PLC's Support Facilitator.
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.
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

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Monday 6/18/2007, Stephanie Nance

Number of teachers with a 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

723

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	240	282	282	0	0	0	0	804
Attendance below 90 percent	0	0	0	0	0	0	48	28	43	0	0	0	0	119
One or more suspensions	0	0	0	0	0	0	13	39	40	0	0	0	0	92
Course failure in ELA	0	0	0	0	0	0	57	35	46	0	0	0	0	138
Course failure in Math	0	0	0	0	0	0	34	45	700	0	0	0	0	779
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	49	80	66	0	0	0	0	195
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	57	83	80	0	0	0	0	220
Number of students with a substantial reading deficiency	0	0	0	0	0	0	42	44	76	0	0	0	0	162

Using the table above, complete the table below with the number of students by current grade level who have 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	54	75	93	0	0	0	0	222

Using current year data, complete the table below with the number of students identified as being "retained.":

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	23	18	30	0	0	0	0	71
Students retained two or more times	0	0	0	0	0	0	0	0	1	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/16/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	53%	50%				53%	58%	54%
ELA Learning Gains	50%						48%	56%	54%
ELA Lowest 25th Percentile	41%						36%	49%	47%
Math Achievement	53%	35%	36%				64%	62%	58%
Math Learning Gains	56%						58%	60%	57%
Math Lowest 25th Percentile	44%						40%	53%	51%
Science Achievement	45%	56%	53%				46%	52%	51%
Social Studies Achievement	69%	64%	58%				69%	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	2022					
	2019	54%	58%	-4%	54%	0%
Cohort Comparison						
07	2022					
	2019	48%	53%	-5%	52%	-4%
Cohort Comparison		-54%				
08	2022					
	2019	53%	58%	-5%	56%	-3%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	56%	60%	-4%	55%	1%
Cohort Comparison						
07	2022					
	2019	39%	35%	4%	54%	-15%
Cohort Comparison		-56%				
08	2022					
	2019	73%	64%	9%	46%	27%
Cohort Comparison		-39%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	46%	51%	-5%	48%	-2%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	72%	-6%	71%	-5%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	99%	64%	35%	61%	38%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	60%	40%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	20	33	27	23	38	26	29	35	73		
ELL	27	47	55	36	45	38	19	42	75		
ASN	77	74		90	83				100		
BLK	44	49	48	44	52	44	37	64	80		
HSP	53	50	40	53	59	42	41	66	67		
MUL	67	47		69	63		70	86	75		
WHT	60	48	26	61	56	46	57	75	75		
FRL	47	47	40	48	54	46	41	61	74		
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		

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
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			
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	85
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	53
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
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%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Multiracial and FRL subgroups increased in ELA proficiency. SWD, ELL, Black, Asian and white subgroups decreased in ELA proficiency. In math, every subgroup had an increase in math achievement, except white. In math, every subgroup had an increase in learning gains. In math, there was an increase in the lowest 25% for learning gains, 17% to 44%. In math, SWD increased from 13% to 26%, ELL increased from 22% to 38%, Black increased from 15% to 44%, Hispanic increased from 19% to 42%, White increased from 24% to 46% and FRL increased from 14% to 46%. From the data from the last three Statewide Science Assessment (SSA), we have seen an increase in students who scored a 5, but a fluctuation of the students who score between level 1-4. Our scores have been steady against the statewide average in all four of the science disciplines (Nature of Science, Earth and Space Science, Physical Science and Life Science).

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on FY22 FSA ELA data, WHT subgroup has the greatest need for improvement; student proficiency scores decreased from 63% to 60%. ASN subgroup decreased from 80% to 77%. BLK subgroup decreased from 46% to 44%. SWD and ELL subgroups scores decreased by 1% each. For Civics, the greatest need for improvement is more practice on academic vocabulary. Our 6th & 7th grade ELL students and our 8th grade SWD students demonstrate the greatest need for improvement in math. The greatest need for improvement on the 8th grade Science Assessment is increasing the percentage of students meeting high standards. With the implementation of the Physical Science Honor course, focus on targeted Science standards and progress monitoring of district assessments (FSQ's & USA's), we expect to see an increase in students meeting high standards. We have a math resource teacher that will pull out and push into classrooms where the higher SWD populations are located.

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

At the beginning of the FY22 school year there was high absenteeism due to new COVID restrictions. There is still a need to close the COVID gap in academics as well as students behavioral and social-emotional needs.
The new actions taking place for FY23 to address the improvement:
ELA & Math: This year we are implementing the Lower Secondary Cambridge Curriculum at the 6th grade level which provides targeted and differentiated instruction for students.
ELA, Math & Civics: We are implementing the iXL online program which offers a comprehensive K-12 curriculum that is standards based, allowing teachers to individualize students support and practice benchmarks learned.

Science: We are implementing accelerated programming in 6th grade; then 7th grade in FY24, which will allow more time to review for the Statewide Science Assessment.
* Course Enhancement: Tutorial program to provide targeted and individualized support for students struggling with academic and behavior needs.
Student data chats: Teachers will conduct individual student chats to review student performance data, increase student engagement, and learn strategies that will help students become active learners in taking ownership for their learning.
Teachers will integrate the RACE writing strategy which provides students with an explicit framework for responding to questions. Students will learn how to answer questions and cite evidence from a text or document.
Teachers will infuse our school wide literacy standard which focuses on strengthening academic language across all content areas, helping students understand and comprehend.
*Offer additional learning opportunities at various times to accommodate scheduling conflicts.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math: 19 point increase with students making learning gains. 27 point increase for students in the lowest 25% making gains. 3 point increase for students earning proficiency.
ELA: 8 point increase for students in the lowest 25% making learning gains.
Civics: 6 point increase for students earning proficiency.
Middle School Acceleration: 6 point increase.
Students showing growth from their grade 5 SSA to their grade 8 SSA and the number of students scoring a level 5.

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

School administration worked with ELA teachers and established department goals for increased learnings gains through differentiated instruction, tutoring sessions, and educational boot camps.
Science, Civics, and Math create individual boot camps that met the needs of various students.
Technology programs were purchased for Science (Study Island) as well as for Math, ELA, and Civics (iXL & Flocabulary).
School wide literacy initiative Eagles Read included a writing component.
Providing students in middle school a high school credit class gives students the opportunity to increase their knowledge and exposure to more concepts.
ESE staff working with our SWD subgroup to improve their skills in ELA, Math, Civics and Science.

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 student. 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 programs will identify and address the individual needs of students who are performing below grade level. Teachers will incorporate effective and relevant instruction to meet the needs of all students. We will ensure high school readiness. Increasing the length given to complete tasks assists with building academic stamina which is needed for accelerated learning. Having all advanced classes become accelerated science classes allows students to continue the pathway to honor Physical Science in 8th grade. Our math resource teacher and ESE staff will work with our SWD subgroup in order to enhance their learning. Our ESE staff will pull our SWD group and have individual data chats on a quarterly basis.

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.

We are a Cambridge International Accredited school. At the beginning of the school year, we had a school wide professional development on the different attributes taught by District leadership. Throughout the year, we will have professional development for the teachers that are teaching the Cambridge courses, ELA, Math and Global Perspectives. We had district leadership work with the learning team leaders on professional learning communities. There will be continual support throughout the school year to the leaders, as well as, to the individual departments. In math, during their professional learning communities, teachers are sharing their best practices to build student success. The science department works directly with the district's science department in all of their professional learning communities. The science department affords the opportunity for a team member to attend the Florida Association of Science Teachers conference every year. It gives the team member the opportunity to collaborate with their peers across the state. Our ESE staff will have their own professional development, as well as, work with their core departments that they support. All staff will incorporate differentiated instruction and small group in order to reach all students, including our subgroups.

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

We strive to not only engage to the student academically, but to their emotional needs as well. We have provided Social and Emotional Lessons school wide every week. We have a Behavior Health professional, Chauncey Davis, that is on our campus and works with our individual students on a continual basis. This school year, we have a Co-located Therapist on site, Nikki Friedman, that will be able to support our students as well. Our BHP and co-located therapist have done a great job working with all subgroups, especially our SWD, to ensure that they are ready to learn. We have school wide incentive programs to enhance the day to day curriculum. Our BHP and Co-located therapist move around the campus, are at lunches and in the hallways to be visible to our students. Our staff rely on them as well if there is an issue that arises in the classroom.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 8th grade SWD students, demonstrate the greatest need for improvement in math. 2019 to 2022, math achievement went down 12%. There was a 7% decrease in math learning gains. The Civics achievement decreased by 9%.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Student Learning Outcomes: We will increase our math achievement and learning gains by 3%. We will increase our Civics achievement by 3%. By February of 2023, we will increase our math achievement score from 23% to 24%. Our math learning gains will increase from 38% to 39%. Our Civics achievement will increase from 35% to 36%. By Math of 2023, we will increase our math achievement score from 23% to 26%. Our math learning gains will increase from 39% to 41%. Our Civics achievement will increase from 36% to 38%. Teacher Practice Outcomes: All teachers will incorporate small group instruction in their classroom. By February 2023, 50% of our teachers will be incorporating small group instruction in their lessons. By May of 2023, 90% of our teachers will incorporate small group instruction in their lessons. Coaching Outcomes:
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Our ESE department will monitor our SWD students through progress tracking on a weekly basis. Our ESE department will conduct data chats with the students on a quarterly basis. Our ESE department will monitor SWD results on their FSQ's, USA's, NGSQ's and progress monitoring assessments. Monitoring is a very important step towards student achievement and school improvement. Our administrative team will conduct walkthroughs and instructional rounds throughout the year to ensure that differentiated and small group instruction are taking place in the classroom. If assistance is needed, admin will reach out to mentor teachers and/or district support to ensure that these strategies are being embedded in the lessons.
Person responsible for monitoring outcome:	Stephanie Nance (stephanie.nance@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy	1. During PLC (professional learning communities), teachers will pull, review and analyze the assessment data and collaborate with other staff working with the students. 2. There is a math resource teacher this year, Duana Daniels, that will support our SWD by pulling students out and working in small groups and pushing into the higher need classes. 3. Incorporate small group instruction to support students learning at their ability with a variety of activities.

being implemented for this Area of Focus.	4. FAST tutoring programs to ensure standards based differentiated instruction to support students needs.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	Data will be input into EdPlan and during the Professional Learning Communities teachers are able to collaborate, discuss, track progress and strategize. Having a math resource teacher allows us to provide small group intensive support for high need learners.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Incorporate small group instruction in classes with high need.
a. Students will be assessed using USA's, FSQ's, NGSQ's and PM 1, 2 & 3. Teachers will use differentiated instruction strategies and small group instruction to scaffold learning in the classroom.
b. Teachers will utilize not only textbooks, but the many online resources, such as, Math Nation, iXL and Khan Academy.
c. Teachers will monitor students progress through district created assessments, student data chats and discussion of student progress during our weekly Professional Learning Communities.
2. Tutorials will start after the 2nd nine weeks to work on the standards that students are struggling with.
a. Meaningful and research based supplemental materials will be used during tutorials.
b. Teachers will select and work with their own students to ensure that there is consistency and fluidity in the tutorials.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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. Student are instructed in the following:

(g) The history of the Holocaust
(h) The history of African Americans
(p) The study of Hispanic contributions to
the United States.
(q) The study of women's contributions to
the United States.
(t) The sacrifices that veterans and Medal
of Honor recipients have made in serving our
country and protecting democratic values
worldwide.

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, achievement and responsibility) guidelines. 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. Suite360 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 Suite360 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 individuals 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) and 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 school culture and environment.

Using the 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 216 out of 533 considered high risk compared to all middle/junior schools statewide. We reported 2.2 incidents per 100 students. This rating was for a total enrollment of 789 with 17 incidents for 2020-2021 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 0 property incidents and ranked very high for Drug/Public Order incidents for the State and 35/35 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 56 in-school suspensions and 38 out of school suspensions in 2020-2021. 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 know as the Alternative Learning Community(ALC) includes Restorative Justice facilitate 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 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.