

The School District of Palm Beach County

Crestwood Community Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Crestwood Community Middle

64 SPARROW DR, Royal Palm Beach, FL 33411

<https://cstm.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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.
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. Instructional materials coordinator, coordinates the ordering, distribution and collection of all textbooks. 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. Supervises transportation of students and takes receipt of all bus misconduct reports.
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 1 Administrator, oversees all aspects of the Title I Program. Assessment Coordinator, coordinates the administration of all district and state assessments. 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.
King, 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 their tier process. The ESE Coordinator participates in collection, interpretation and analysis of data; facilitate development of intervention

Name	Position Title	Job Duties and Responsibilities
		plans; provide support for intervention fidelity and evaluation; facilitate data-based decision making activities.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team and school staff provide input for the development of the SIP. Each department analyzes their data and comes up with the strengths and opportunities of each content. Each department comes up with strategies to assist with the growth of the students in their content. Each department identifies opportunities for growth, prioritizes the needs of the students and selects a variety of interventions.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

A variety of methods will be utilized to monitor the SIP. Administration will conduct classroom walkthroughs, provide feedback and monitor student progress through district assessments. Departments will participate in weekly Professional Learning Communities. During the PLC's, departments will have an opportunity to analyze data and discuss strategies. Every month, each department meets to collaborate and discuss the academic standards within each grade level. Every month, the Academic Leadership team meets to discuss the implementation of different strategies and the effectiveness. During those meetings, the team will revise plans to ensure the academic improvement of each student.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	84%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI

Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	38	43	73	154	
One or more suspensions	0	0	0	0	0	0	73	59	45	177	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	82	31	42	155	
Course failure in Math	0	0	0	0	0	0	61	48	74	183	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	66	94	245	
Level 1 on statewide Math assessment	0	0	0	0	0	0	61	44	60	165	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	112	77	109	298

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	7	3	2	12
Students retained two or more times	0	0	0	0	0	0	2	2	1	5

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	48	28	43	119	
One or more suspensions	0	0	0	0	0	0	13	39	40	92	
Course failure in ELA	0	0	0	0	0	0	57	35	46	138	
Course failure in Math	0	0	0	0	0	0	34	45	700	779	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	80	66	195	
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	83	80	220	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	42	44	76	162	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	54	75	93	222

The number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	23	18	30	71	
Students retained two or more times	0	0	0	0	0	0	0	0	1	1	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	48	28	43	119	
One or more suspensions	0	0	0	0	0	0	13	39	40	92	
Course failure in ELA	0	0	0	0	0	0	57	35	46	138	
Course failure in Math	0	0	0	0	0	0	34	45	74	153	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	49	80	66	195	
Level 1 on statewide Math assessment	0	0	0	0	0	0	57	83	80	220	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	42	44	76	162	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	54	75	93	222

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	23	18	30	71
Students retained two or more times	0	0	0	0	0	0	0	0	1	1

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	53	51	49	52	53	50	53		
ELA Learning Gains				50			49		
ELA Lowest 25th Percentile				41			33		
Math Achievement*	62	59	56	53	35	36	50		
Math Learning Gains				56			37		
Math Lowest 25th Percentile				44			17		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	52	50	49	45	56	53	51		
Social Studies Achievement*	76	68	68	69	64	58	63		
Middle School Acceleration	71	76	73	75	52	49	69		
Graduation Rate					50	49			
College and Career Acceleration					70	70			
ELP Progress	51	37	40	59	85	76	56		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	365
Total Components for the Federal Index	6
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	10
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	38	Yes	4	
ELL	42			
AMI				
ASN	81			
BLK	59			
HSP	56			
MUL	75			
PAC				
WHT	71			
FRL	55			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	44			
AMI				
ASN	85			
BLK	51			
HSP	53			
MUL	68			
PAC				
WHT	56			
FRL	52			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	53			62			52	76	71			51
SWD	27			35			29	52	46		5	
ELL	27			47			25	60			5	51
AMI												
ASN	65			78				91	90		4	
BLK	51			55			48	75	65		5	
HSP	47			61			43	74	66		6	47
MUL	63			74			73	90			4	
PAC												
WHT	63			72			64	76	78		5	
FRL	47			58			42	71	63		6	48

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	50	41	53	56	44	45	69	75			59
SWD	20	33	27	23	38	26	29	35	73			
ELL	27	47	55	36	45	38	19	42	75			59
AMI												
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			63
MUL	67	47		69	63		70	86	75			
PAC												
WHT	60	48	26	61	56	46	57	75	75			
FRL	47	47	40	48	54	46	41	61	74			57

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	53	49	33	50	37	17	51	63	69			56
SWD	21	30	24	20	20	13	29	34	45			
ELL	28	38	32	28	23	22	14	49	50			56

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	80	84		70	37							
BLK	46	44	37	41	32	15	47	60	61			67
HSP	53	49	29	49	34	19	47	61	67			43
MUL	54	58		58	39		36	64	60			
PAC												
WHT	63	54	33	64	49	24	71	69	80			
FRL	46	45	31	44	32	14	43	60	61			58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	48%	48%	0%	47%	1%
08	2023 - Spring	49%	47%	2%	47%	2%
06	2023 - Spring	49%	45%	4%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	59%	54%	5%	54%	5%
07	2023 - Spring	33%	36%	-3%	48%	-15%
08	2023 - Spring	66%	65%	1%	55%	11%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	50%	46%	4%	44%	6%

ALGEBRA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	93%	48%	45%	50%	43%

GEOMETRY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	97%	50%	47%	48%	49%

BIOLOGY

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	65%	9%	66%	8%

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students with disabilities had the lowest performance. There are many factors that contributed. Overall, only 34% of our SWD were proficient on the assessments. While we have been making gains with our students with disabilities, we are not at the 41% proficiency rate for all assessments. There have been some instructional and non-instructional staff changes over the course of the school year. Our students with emotional behavior disorders had a change in staff mid way through the year. We had some of our ESE staff that had to take extended leaves of absence. Some of the students' schedules had to be adjusted to ensure IEP compliance while at the same time addressing staff shortage. Due to the staff shortages, the support facilitation was compliant according to IEP's, however, support facilitation services were not consistent across all grade levels.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In FY 22 our ELA proficiency rate was at 51%, in FY 23 our ELA proficiency rate decreased to 49%. Though the decline in proficiency is minimal, it is significant. There has been yearly instructional staff changes within the ELA department, which had an impact on all students, especially students with

disabilities. Our ELL and SWD students had the lowest proficiency rates. In FY 23 our students with disabilities proficiency rate was 22.3%, as compared to 20.7% FY 22 in the previous year. There was a decrease in proficiency for our 8th grade students in ELA. In FY 22, the proficiency rate was 55.3%, in FY 23 the proficiency rate was 48.7%.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our Science scores had the greatest gap when compared to the state. We had 44.9% students meeting proficiency compared to the state with 52.7% of the students meeting proficiency. The subgroup that had a big gap was our ELL students. We had 18.8% of the students meeting proficiency compared to the state with 31.8% of proficiency. The science curriculum can be challenging for native speakers. The vocabulary is a challenge for native speakers. When ELL students are asked to not only comprehend and understand the content in a different language it can be very challenging. We have a language facilitator that comes in and supports all of the core classes throughout the week. However, based on the number of students that need support and the number of teachers, it limits the amount of time the language facilitator can support the students. Many times, the language facilitator is pulled to test incoming students to assess their proficiency levels, which minimizes the amount of time and support provided by the language facilitator for other ELL students. Some of our students with disabilities have IEP's with accommodations in Language Arts and/or Math, and have not been identified as needing support in Science.

Which data component showed the most improvement? What new actions did your school take in this area?

Our math scores increased significantly. We went from 44% students meeting proficiency in FY 22 to 58% of our students meeting proficiency. The math teachers collaborate several times a week during their planning period. The math teachers also are actively involved in professional learning communities. The math teachers utilize small groups and pull the students that need assisting before, after school or during lunch. There was a math resource teacher that worked with our struggling students mostly in 7th grade. The math resource teacher would push in to classes, work with small groups and model for teachers. The 7th grade math scores increased significantly from 17% meeting proficiency in FY 22 to 33% meeting proficiency in FY 23. This past school year, the math teachers provided early intensive math support; this early intervention enabled math teachers to track student progress using various data sources. Our SWD self contained classes focused heavily on the current math standards, which were taught by a certified math teacher.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Reflecting from the Early Warning Indicators, the number of 7th grade students that have one or more suspensions and failed Language Arts increased significantly as compared to 6th grade. In FY 23, the number of 6th graders with one or more suspensions was 12. In FY 23, the number of 7th graders that had one or more suspensions was 73. If the 7th grade suspension rate continues to increase, impacted students can potentially be at risk of being retained and possibly not graduate from high school. In FY 23, the number of students that failed ELA was 3, in FY 23 the number of 7th graders that failed ELA was 76. Students that do not successfully pass core content areas classes in middle school have the potential for continuing that pattern in high school, which creates a more challenging avenue for a student to graduate high school on time.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Instructional Priority #1: Monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning. Instructional Priority #2: Increase the proficiency rate for students with

disabilities in all core areas. Instructional Priority #3: Increase the proficiency rate for ELA for all students.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#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 crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our SWD have had less than 41% proficiency level three years in a row. In FY 23, our students with disabilities had a proficiency rate of 34%. In ELA, our SWD had a decrease in proficiency from PM 1 to PM 3. Our SWD had a 30% proficiency rate on PM 1 and 24% proficiency rate on PM 3. The root causes for the low performing sub group, SWD, are teacher and para professional changes. Due to a number of reasons out of our control, there was not consistency with the education of our SWD in our self contained classes. Some of our SWD did not have the best support systems in place in the home for the students to be successful in school. Our instructional priorities for our SWDs #1: Implement innovative learning approaches in all four core subjects, project-based learning and authentic assessment.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024, 38% of our SWD will be proficient in all four core subjects, project-based learning and authentic assessments with a 70% or higher. By May 2024, 41% of our SWD will be proficient in all core subjects, project-based learning and authentic assessment. By May 2024, 80% of classroom teachers will incorporate project-based learning and authentic assessments. By May 2024, the number of teachers needing support with implementing project-based learning and authentic assessments will decrease by 80%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The student learning outcomes: Our students will track their progress on their assessments quarterly. The teacher and case manager, if applicable, will assist. The teacher will conduct data chats to assist with the monitoring of the assessments. Monitoring is a great tool to ensure that students are improving. Based on how students perform, it provides teachers with the components they need to reteach different standards. The case manager will monitor the SWD mid quarter progress report to ensure that proficiency has occurred and if it has not been met, then there is still room for improvement. The teacher shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historical accuracy, following the prescribed courses of study, and employing approved methods of instruction.

Person responsible for monitoring outcome:

Melissa Kaliser (melissa.kaliser@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. During periodic walk-throughs, administration can observe project-based learning being incorporated throughout teachers lessons.
2. Teachers will have quarterly data chats with the students, as well as, students tracking their progress on their authentic assessments.
3. The case managers will have more time pushing into classes where they support students.
4. The case managers will track the students progress and will set goals with each SWD student.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. To ensure that project-based learning and authentic assessments are being provided, periodic walkthroughs are completed so the administration can provide the teacher with constructive feedback.
2. Data chats gives the student the opportunity to monitor their own progress.
3. Having the case managers spend quality time working with the SWD ensures the students are receiving all of the services they need in order to be successful.
4. Having the case managers track the students progress allows them to reinforce and reteach the skills the student needs more assistance with.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Teachers will provide project-based learning for all students in their content area.
 - a. Students will receive requirements and rubric for the project-based learning.
 - b. Students will be given ample time to complete project-based learning.
 - c. The teacher will assist the students when needed and the support facilitator will work with small groups of students.

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

By When: By May 2024, 80% of teachers will incorporate project-based learning in their classrooms and 70% of the students will be proficient.

1. Teachers will provide authentic assessments to all of their students periodically throughout the year.
 - a. During Professional Learning Communities, teachers will be able to collaborate and create authentic assessments.
 - b. During PLC's teachers will analyze their data from the assessments.
 - c. During PLC's. from the analysis, teachers will be able to target the areas for reteaching.

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

By When: By May 2024, teachers will be able to create authentic assessments that are meaningful and are good indicators of the aligned standards and determine proficiency.

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Implement a school wide system to ensure every student has a positive relationship with at least one adult at school and is recognized for their achievements.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Based on our FY 23 SEQ data, we had 79% of our students that there is at least one adult on the campus that they can turn to regarding their problems. While that is good, it is not enough. By February 2024, 85% of our students will have a positive relationship with at least one adult. By May 2024, 90% of our students will have a positive relationship with at least one adult. By May 2024, 90% of our staff will be identified as a positive role model for SWD. By May 2024, staff will be provided professional development in the area of building positive relationships with all students. Throughout the school year, we will have district support assist and coach staff so they are able to be a positive role model.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

At the end of each quarter, the students will participate in a survey to identify if there is an adult on the campus that the student has met a positive mentor and also feel they are rewarded for their achievements. It is important to touch base with the student population quarterly in order to allow professional growth topics for the next quarter to occur. If students make a connection with at least adult on the campus, they are more likely to attend school on a regular basis and perform better academically.

Person responsible for monitoring outcome:

Melissa Kaliser (melissa.kaliser@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Based on the feedback provided by the students, it will guide the professional development throughout the school year.

1. PBIS (School wide positive behavior)
2. Character Counts (students are honored each month for different qualities, such as trustworthiness, responsibility, respect, fairness, caring and citizenship).
3. SWAG (Students with amazing growth)
4. Weekly social and emotional lessons done school wide.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

1. At the beginning of the school year, each staff member is given professional development on the expectations for the school wide positive behavior.
2. Each month, the staff is given an opportunity to nominate a student that exudes one of the character counts characteristics. A student from each grade level is given the honor.
3. Every quarter, each teacher is given 5-6 students that they are to write something positive about the student. The teacher writes it on a certification and each certificate is hung on a wall so the entire school is able to see. By the end of the school year, each student on the campus is being recognized for something positive.

Educators are constantly learning and growing throughout the school year, Professional Development is one way to ensure that positive relationship building is occurring.

4. The weekly lessons give students an opportunity to feel comfortable addressing difficult topics with the counseling team.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. The school will participate in a school wide initiative where every student has made a positive relationship with at least one adult on the campus.
 - a. The teachers will participate in Professional Development throughout the year to find creative strategies to build positive relationships with their students.
 - b. From the quarterly feedback from the students, the Professional Development will be guided by the needs of the students and staff.
 - c. Create learning communities of teachers by grade level to collaborate and strategize on ways to make those positive connections.

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

By When: By May 2024, teachers will have formed a positive relationships with at least 75% of their own students.

1. Every student on our campus will get recognized for something positive at least once during the school year.
 - a. We will work with our positive behavior support team and counseling team to find creative ways to recognize all of our students, either academically or behaviorally.
 - b. We will recognize the students on a quarterly basis.
 - c. We will honor them with certificates, small tokens and pizza/ ice cream party.
 - d. We will coordinate with Business Partners and all Stakeholders, such as SAC members, for assistance with quarterly parties.

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

By When: By May 2024, all students on the campus will get recognized for either an academic, athletic or behavioral accomplishment.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding allocations are reviewed to ensure that resources are allocated based on needs. This involves collaborative discussions with our school leadership and stakeholders, which involves analyzing data and prioritizing student needs, identifying root causes and formulating possible solutions. Resources are allocated for classroom instruction, parent family engagement, and professional development. At the culmination of the school year the budget is reviewed for effective utilization of federal state and local funds. Our priority has been to increase the percentage of students meeting high standards for ELA, Math, Science and Social Studies. As a solution to the need, students in grades 6th - 8th who are identified as our Lowest

25% would participate in tutorials targeting content standards that the students have not yet mastered. FY23 FAST data shows that the percentage of students with disabilities meeting high standards is below 41% for that subgroup (ATSI category). Resource utilization may have contributed to the low performance; in addition, the designated allocation for tutorials and teacher professional development was not fully utilized. This will be a focus for the FY24 school year in an effort to provide interventions, increase teacher quality and bridge the learning gap. We have resource teachers, a language facilitator and strategists, that support our ELL and ESE students during small group instruction. Our teachers and support staff attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation. Our teachers participate in Professional Learning Communities (PLC) to ensure they are focusing on best practices and methodologies. The district reading collaboration team provides professional development and support based on our needs. We utilize a variety of resources to enhance ELA, Science, Civics and Math skills to support student mastery of the Florida B.E.S.T. standards. These resources support literacy across all content areas. We have partnerships with multiple community and business partners. Together the schools, partner organizations, and businesses provide additional high-quality resources and services to students and families and comprehensively focus on health and wellness, as well as academic achievement. All of the grant funded plans are in alignment with the District's Five Year Strategic Plan. All School Improvement Plans are carefully reviewed by the School Advisory Council (SAC).

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Title 1 schools in SDPBC are required to complete a Schoolwide Plan (SWP) where the answers to these questions are addressed. This information is located on the District Title 1 website.

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents and families and other stakeholders are encouraged to attend the annual Title I Annual Meeting to learn about the school's Title I programs, requirements and the rights of Title I parents. The meeting provides information on the following:

What it means to be a Title I School;

The school's Title I Schoolwide Plan;

Parent and Family Engagement Plan, including the School-Parent Compact;

Special programs such as Migrant Education and McKinney-Vento;

Parent's Right-to-Know; and

Other opportunities for parents

Parents will also be provided monthly meetings/trainings centered around support topics involving academic and social-emotional support strategies to enhance parent awareness and support of students' academic and behavioral needs.

The Parent Family Engagement Summary (PFEP) is accessible on the school's website (<https://www.palmbeachschools.org/CrestwoodMiddle>).

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

It starts with the leadership. 1. The admin team will conduct weekly walkthroughs to ensure that teachers are teaching the standards. 2. If there is a need, the admin team is able to quickly address the need, whether seeking support from in house or district support. 3. Allowing teachers time to collaborate and strategize with their colleagues. 4. Ensuring that the teachers are giving the district assessments. 5. Teachers have professional learning communities as an avenue to analyze their data from the assessments. 6. Teachers are able to reteach the standards that the students were not proficient in. 7. We have incorporated the Cambridge program to our ELA and math classes. 8. We started with 6th grade and this year we will be adding 7th grade to the program. 9. The students are enriched in the Cambridge attributes and curriculum. 10. The students are receiving a project-based curriculum. 11. Students that need additional support, there is a math and ELA resource teacher that will pull small groups to work with low performing students. 12. Teachers conduct their own tutorials throughout the day to assist with students that need extra help.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our school improvement plan is developed with coordination and integration with our career and technical education programs. A majority of our students with disabilities are enrolled in these programs on our campus. Our career and technical educational teachers work in collaboration with core subject area teachers to create interdisciplinary academic frameworks in order to provide additional instructional support of ELA and Math standards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The School Counseling Team has a comprehensive program based on the needs of the students. Students are provided Counseling services by School Counselors, a Behavioral Health Professional and a Co-located therapist. Students are referred to the Counseling team through self referrals, referrals from family and other professional referrals. Mentorship opportunities are provided to students by teachers and staff. Wellness Wednesdays provides all students with Skills for Living and Social and Emotional lessons. Mental Health is also a focus throughout the year. Students are taught coping skills, social skills and other life skills by the Counseling Team on a daily basis.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Career awareness is provided through the 8th grade US History Class. Students are exposed to various careers based on their interests utilizing Xello. We also have a school wide Career Day. Presenters speak to the students about their careers. Activities are implemented throughout the day broadening students' exposure to various career paths. Students are exposed through the daily curriculum various pathways to career and technical education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Crestwood Middle School we have implemented PBS (Positive Behavior Support), a 3-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcome every day. Eagles with S.W.A.G (Students with Amazing Growth) is one of our school wide initiatives that recognizes students' growth socially, emotionally, behaviorally and academically. All students are recognized at least one time per school year.

Action Steps:

Teach our students and staff our School Vision and implement the school vision in all gatherings of students and staff. This will be ongoing throughout the school year.

Develop a crosswalk between our PBS evaluation and our School Improvement Plan priorities/goals/ action steps

Facilitate teacher professional learning to create a communication and implementation plan for PBS expectations, routines, and procedures - classroom and schoolwide.

Utilize data decision problem solving to identify school wide needs for continuous improvement and ensure equitable access, opportunity, and representation.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Once a teacher starts on our campus, they are in a cohort of new teachers. The new teachers meet with a contact, usually an Assistant Principal, several times a year. The teachers are paired up with other teachers, usually in their content area. The new teachers are given opportunities to shadow veteran teachers throughout the school year. The new teachers are provided an opportunity to participate in a Classroom Management course held by the school district. The new teachers are given opportunities to work with an academic coach or district support based on the need. During Professional Learning Communities, teachers are given an opportunity to analyze data given from district assessments. During these PLC's, the teachers collaborate with their team to strategize effective ways to reteach and teach the standards.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes