



**SBDM REPORT TO THE BOARD
2024-2025**

October 3, 2024



Based on a thorough analysis of academic, behavioral, and survey data, the school leadership team in collaboration with lead teachers identified the following as long-term goals:

- Improving academic outcomes for all students (60% proficiency, <30% novice in all subgroups)
- Building student ownership of learning and academic mindsets
- Increasing family engagement
- Improving the staff experience

We then identified four main strategies to help us move toward those goals this year and identified action steps aligned to each strategy::

Strengthening PLC processes

- Principal will work with PLC leaders to provide training and ongoing support
- PLC Curriculum Hub will be developed to ensure access to information and resources
- Whole-school training was completed in August to support the vision of “all means all” and to provide tools that support specific sub-populations (EL, ECE, GATES, poverty). Ongoing support will occur through PLCs.

Implementing High-Quality Instructional Resources in reading and math and a Guaranteed, Viable Curriculum in all content areas.

- Reading teachers will engage in initial and ongoing training and support for Benchmark Advance and UFLI
- Vertical curriculum teams have been established to monitor ongoing implementation and identify action steps for each content area. Current next steps include:
 - **Reading** - ongoing support of Benchmark and UFLI implementation.
 - **Math** - targeted focus on procedural fluency and mathematical discourse.
 - **Writing** - vertical alignment of expectations and constructed responses.
 - **Science** - ongoing support of PhD Science and Science Notebook training.
 - **Social Studies** - professional development in DBQs and cross-curricular writing.
- MTSS Leadership team was expanded and will meet monthly to review school-wide data including progress for all subpopulations.

Refining Positive Behavior Intervention Systems

- Foundations Committees will develop action plans to improve student recognitions, discipline system improvements, and student leadership opportunities
- SEL Curriculum Team will ensure vertical alignment of strategies to support academic mindsets, executive functioning, and emotional regulation
- Behavior Support Team will conduct weekly data analyses to identify and respond to student needs and monthly data analyses to determine effectiveness of the school-wide behavior plan
- Administration will refine and communicate the plan for discipline responses

Improving communication with families and staff

- School-wide communication systems will be refined and publicized for both families and staff
- Family Engagement Committee will develop action plans to provide more effective communication of academic progress and increase positive communication with families
- Library media specialist will provide training on Seesaw to increase opportunities for students to share progress directly with families



Strategic Plan & Actions of Excellence

Crestwood utilized the district Strategic Plan as a framework for analyzing school data and identifying priorities. School committees are aligned to the Strategic Plan pillars and their action steps have been coordinated with the district Year One focus.

At Crestwood

Students

- Are provided with leadership opportunities through a Principal’s Advisory Committee, House Leadership Academy, and school-based jobs.
- Take ownership of their learning by setting individual goals, monitoring progress, and communicating their learning through Seesaw.
- Engage in Deeper Learning alongside three OCS fellows.
- Have access and opportunity through HQIRs.
- Build a sense of significance and belonging through our House System.
- Participate in an expanded slate of extracurricular opportunities and learn from community members as guest speakers.

Staff

- Collaborate in Professional Learning Communities.
- Exercise voice through committees, curriculum teams, and annual Rounding conversations.
- Partner with specialists through intervention Tier Talks.
- Participate in differentiated Professional Learning through TOPS, LETRS, Deeper Learning, Teach Tech Kentucky, Bridges Leadership Institute, ELL Cohort, and ECE Co-Teaching Cohort

Families & Community

- Support the expansion of extracurricular activities.
- Participate in Deeper Learning as guest speakers and community experts.
- Utilize Seesaw for two-way communication.
- Have regular opportunities to provide feedback through surveys, Coffee Chats, and a digital suggestion box.

