Croissant Park Elementary School

2021-22 Schoolwide Improvement Plan

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Croissant Park Elementary School

1800 SW 4TH AVE, Fort Lauderdale, FL 33315

[no web address on file]

Demographics

Principal: Michelle Anne Allison

Start Date for this Principal: 1/7/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Broward 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.](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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Croissant Park Elementary School

1800 SW 4TH AVE, Fort Lauderdale, FL 33315

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	81%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission statement of the staff and community of Croissant Park Elementary is to provide a safe, success-oriented environment for each of our students in which excellence in teaching is evident and lifelong learning is promoted. Every student, parent, staff member, and community member of CPE treat each other with respect. All stakeholders work as a team to ensure each student reaches his/her full potential. We believe in the partnership between the school and its families.

The values and beliefs of our school have stemmed from the Tribes Learning Communities. The Mission of Tribes is to assure the healthy development of every child so that each has the knowledge, competency, and resilience to be successful in today's changing world. We have developed inclusion, a sense of value, and community for all students in every classroom. Tribes is a step-by-step process to achieve specific learning goals. Five agreements are honored: attentive listening, appreciation, no put-downs, mutual respect, and participation with the right to pass.

Provide the school's vision statement.

To be a school with highly effective instructional practices that fuels a growth mindset among all learners.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Allison, Michelle-Ann	Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to establish and monitor a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Achieve expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Work collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Recruit, retain, develop and evaluate an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Establish and maintain individual professional development plans for each instructional employee that is linked to student achievement. 10. Monitor the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Structure and monitor a school learning environment that improves learning for a diverse student population. 12. Establish and coordinate procedures for student, teacher, parent and community evaluation of curriculum. 13. Implement and monitor procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when appropriate. 16. Manage the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food

Name	Position Title	Job Duties and Responsibilities

service, student
transportation, master schedules, extracurricular activities, school finance and financial
reporting, and maintenance of the physical plant.
18. Employ an improvement cycle for operational problems that analyzes results,
identifies root causes and takes corrective action.
19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.
20. Comply with district procedures to manage and safeguard district assets, equipment,
inventory, property leasing, and rental of School Board property.
21. Develop and manage processes for using appropriate oral, written, and electronic
communication and collaboration skills with all stakeholders to accomplish school and District goals.
22. Maintain high visibility at school and in the community.
23. Cultivate, support, and develop others within the school.
24. Serve as a coach/mentor to assistant principals or others who are preparing for School Principal certification and/or are aspiring to leadership roles in the district.
25. Provide recognition and celebration for student, staff, and school accomplishments.
26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.
27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.
28. Interact with government and service agencies relative to student welfare.
PROFESSIONAL AND ETHICAL LEADERSHIP:
29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the
Principles of Professional Practice.
30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.
31. Establish the job assignments and supervise all assigned personnel and conducts
performance assessments according to School Board Policy and procedures, using
instruments adopted by the School Board.
32. Administer negotiated employee contracts in the appropriate manner at the school site.
33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.
34. Participate successfully in the training programs offered to increase the individual's
skill and proficiency related to the assignments as well as the District's strategic objectives.

Name	Position Title	Job Duties and Responsibilities
		35. Review current developments, literature and technical sources of information related to job responsibility. 36. Ensure adherence to good safety procedures. 37. Follow Federal and State laws, as well as School Board policies. 38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.
Jensen, Mimi	Assistant Principal	INSTRUCTIONAL LEADERSHIP: 1. Exercise proactive leadership in promoting the vision and mission of the District's Strategic Plan. 2. Utilize collaborative leadership style and quality processes to assist in establishing and monitoring a school mission and goals that are aligned with the District's mission and goals through active participation of stakeholders' involvement in the school improvement process with the School Advisory Council (SAC) and School Advisory Forum (SAF). 3. Assist in achieving expected results on the school's student learning goals. 4. Direct energy, influence and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula. 5. Demonstrate that student learning is a top priority through leadership actions that build and support a learning organization focused on school success. 6. Assist in working collaboratively to develop, implement and monitor an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. 7. Assist in recruiting, retaining, developing and evaluating an effective and diverse faculty and staff. 8. Facilitate effective professional learning and provide timely feedback to faculty and staff to improve their professional performance and offer assistance to strengthen weaknesses in performance. 9. Assist in establishing and maintaining individual professional development plans for each instructional employee that is linked to student achievement. 10. Assist in monitoring the implementation of critical initiatives including, but not limited to accreditation, Innovation Zone activities, and horizontal and vertical articulation within the school and feeder pattern. 11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population. 12. Assist in establishing and coordinating procedures for student, teacher, parent and community evaluation of curriculum. 13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected. ORGANIZATIONAL LEADERSHIP: 14. Employ and monitor transparent decision-making processes that are based on a vision, mission, and improvement priorities using facts and data. 15. Utilize processes to empower others and distribute leadership when

Name	Position Title	Job Duties and Responsibilities
		appropriate. 16. Assist in managing the school, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. 17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student School Assistant Principal (Cont.) SBBC: JJ-002 FL: 28 4 transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant. 18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action. 19. Manage and delegate tasks while consistently demonstrating fiscal efficiency. 20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property. 21. Develop and manage processes for using appropriate oral, written, and electronic communication and collaboration skills with all stakeholders to accomplish school and District goals. 22. Maintain high visibility at school and in the community. 23. Cultivate, support, and develop others within the school. 24. Provide recognition and celebration for student, staff, and school accomplishments. 25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns. 26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement. 27. Interact with government and service agencies relative to student welfare. PROFESSIONAL AND ETHICAL LEADERSHIP: 28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice. 29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description. 30. Establish the job assignments and supervise all assigned personnel and conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board. 31. Assist in administering negotiated employee contracts in the appropriate manner at the school site. 32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL. 33. Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments as well as the District's strategic objectives. 34. Review current developments, literature and technical sources of information related to job responsibility. 35. Ensure adherence to good safety procedures.

Name	Position Title	Job Duties and Responsibilities
		36. Follow Federal and State laws, as well as School Board policies. 37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.
Ambriosio, Rosemarie	Reading Coach	1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Support teachers in implementing explicit, systemic, and rigorous literacy instruction, through collaborative lesson planning, modeling, co-teaching, and conferencing. 3. Build teacher capacity for developing and implementing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 4. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices and facilitate research based professional learning through the school's professional learning communities. 5. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to parents and the community. 7. Analyze and present student and teacher data to inform and plan high quality instruction that meets the targeted and differentiated needs of all students leading to improved student achievement. 8. Maintain a calendar reflecting coaching activities and scheduled meetings and submit required follow-up documentation, including but not limited to, coaching logs, data analysis for teacher development and other resources as required. 9. Participate and engage in monthly content related professional learning and learning communities. 10. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 11. Support teachers with the effective integration of digital applications, tools, strategies and classroom related technologies to support students in their literacy learning. 12. Assist teachers in organizing and selecting supplemental resources for intervention and enrichment instruction. 13. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 14. Participate successfully in ongoing professional learning offered to increase the individual's skill and proficiency related to the job responsibilities. 15. Review current developments, literature and technical sources of information related to job responsibilities. 16. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 17. Ensure adherence to good safety procedures.

Name	Position Title	Job Duties and Responsibilities
		18. Follow federal and state laws, as well as School Board policies. 19. Perform other duties as assigned by the principal or designee.
Blain, Rachelle	Math Coach	1. Assist teachers in reflecting on and analyzing their practice and reviewing student work to inform instruction and enhance student achievement. 2. Model innovative teaching methodologies and research-based, effective instructional practices through techniques such as co-teaching and demonstration lessons. 3. Serve on the school's professional development team to ensure professional learning is aligned to standards, initiatives, and best practices. 4. Participate in monthly content-related professional learning. 5. Participate successfully in ongoing professional learning to increase the individual's skills and proficiency related to the job responsibilities. 6. Assist teachers in making connections between state standards and the currently adopted instructional framework and communicating to both parents and the community. 7. Develop and assist teachers in designing formative assessments including non-evaluative, reflective conversations with teachers using evidence of classroom practice and student learning. 8. Maintain and submit required documentation, including but not limited to, coaching logs, data analysis for teacher development and calendar reflecting Coach, Mathematics (cont.) SBBC: KK-150 coaching activities and scheduled meetings. 9. Assist teachers in effective integration of technology within daily instructional practice. 10. Establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations. 11. Support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies. 12. Analyze data to inform high quality instruction leading to improved student achievement. 13. Promote collegiality through collaborative work and reflective practices with teachers and administrators. 14. Facilitate research-based professional learning through the school's professional learning communities. 15. Perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, Fl. 16. Review current developments, literature and technical sources of information related to job responsibilities. 17. Handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.) 18. Ensure adherence to good safety procedures. 19. Follow federal and state laws, as well as School Board policies. 20. Perform other duties as assigned by the Supervisor(s).
Gomez, Marjorie	Other	? Serve as the principal's designee for all exceptional student education (ESE) staff in accordance with the annual Local

Name	Position Title	Job Duties and Responsibilities
		Education Agency (LEA) Memo. Administration and the ESE Specialists are required to submit a signed agreement annually. ? Coordinate required ESE meetings. ? Provide information to school-based personnel on a variety of topics to include updating staff on policy changes. Assist regular education teachers of students with disabilities to implement the Individual Education Plan (IEP) and monitor progress of IEP goals. ? Assist staffing committee members in developing appropriate IEPs and ensure parents receive draft IEPs for all annual reviews. ? Meet with ESE curriculum supervisors monthly with regard to curricula, related services and program delivery systems for students with disabilities. ? Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs of the student. ? Utilize facilitative behaviors consistent with the Facilitated IEP training provided by the District in order to conduct efficient and productive IEP meetings, in which all participants feel valued and heard. ? Assist in identifying, reporting and correcting IDEA compliance concerns identified internally. ? Shall report all compliance concerns directly to the school-based leadership. ? Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures. ? Communicate effectively with parents, colleagues and other stakeholders to ensure that IEPs for students with disabilities are implemented with fidelity. ? Utilize the electronic management system to generate IEP documents. ? Perform and promote all activities in compliance with the equal employment and non-discrimination policies of The School Board of Broward County, Florida. ? Participate in training programs offered to enhance the individual skills and proficiency related to the job responsibilities. ? Review current developments, literature and technical sources of information related to job responsibilities. ? Ensure adherence to safety rules and procedures. ? Follow federal and state, as well as School Board policies. ? Perform other duties as assigned by the school principal.
Williams, M'Lisia	School Counselor	1. Establish small group counseling sessions. 2. Counsel students on personal and academic concerns and notify parents as deemed necessary. 3. Provide materials and suggestions for classroom oriented guidance activities. 4. Arrange student, parent and teacher conferences. 5. Acquaint students new to the school with teachers, facilities and programs

Name	Position Title	Job Duties and Responsibilities
		to help them adjust to their new environment. 6. Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. 7. Work with parent groups in the area of child growth, development and discipline. 8. Meet with teachers to present and explaining the results of various testing programs. 9. Assist teachers in effective utilization of test results. 10. Identify community and school system resources and when advisable, refer student situations to the proper agencies. 11. Keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. 12. Gather information from all faculty members having contact with a student being considered for referral. 13. Review current developments, literature and technical sources of information related to job responsibility. 14. Ensure adherence to good safety procedures. 15. Perform other duties as assigned by the Principal. 16. Follow federal and state laws, as well as School Board policies.

Demographic Information

Principal start date
Monday 1/7/2013, Michelle Anne Allison

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
25

Total number of teacher positions allocated to the school
33

Total number of students enrolled at the school
708

Identify the number of instructional staff who left the school during the 2020-21 school year.
2

Identify the number of instructional staff who joined the school during the 2021-22 school year.
1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	108	115	121	148	130	122	0	0	0	0	0	0	0	744
Attendance below 90 percent	40	41	46	54	39	49	0	0	0	0	0	0	0	269
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	12	16	28	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide FSA Math assessment	0	0	0	6	17	23	0	0	0	0	0	0	0	46
Number of students with a substantial reading deficiency	5	3	24	45	16	11	0	0	0	0	0	0	0	104
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	14	14	0	0	0	0	0	0	0	28

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	2	30	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Tuesday 9/28/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide ELA assessment		
Level 1 on 2019 statewide Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	108	115	121	148	130	122	0	0	0	0	0	0	0	744
Attendance below 90 percent	40	41	46	54	39	49	0	0	0	0	0	0	0	269
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	12	16	28	0	0	0	0	0	0	0	56
Level 1 on 2019 statewide Math assessment	0	0	0	6	17	23	0	0	0	0	0	0	0	46

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	1	1	12	35	16	23	0	0	0	0	0	0	0	88

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	2	30	0	0	0	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	59%	57%	37%	56%	56%
ELA Learning Gains				58%	60%	58%	51%	57%	55%
ELA Lowest 25th Percentile				46%	54%	53%	48%	51%	48%
Math Achievement				57%	65%	63%	57%	62%	62%
Math Learning Gains				63%	66%	62%	65%	60%	59%
Math Lowest 25th Percentile				51%	53%	51%	63%	47%	47%
Science Achievement				30%	46%	53%	43%	49%	55%

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
03	2021					
	2019	47%	60%	-13%	58%	-11%
Cohort Comparison						
04	2021					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-47%				
05	2021					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison						
04	2021					
	2019	58%	67%	-9%	64%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-56%				
05	2021					
	2019	48%	64%	-16%	60%	-12%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	28%	49%	-21%	53%	-25%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady data is the progress monitoring tool utilized to compile the data below for grade 1 through grade 5.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	23%	37%
	Economically Disadvantaged	32.1	20.2	38.6
	Students With Disabilities	30.0	9.1	10.0
	English Language Learners	23.1	3.4	22.6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	35%	23%	35%
	Economically Disadvantaged	32.9	21.3	38.6
	Students With Disabilities	30.0	10.0	40.0
	English Language Learners	33.3	16.7	25.8

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24%	28%	41%
	Economically Disadvantaged	24.7	25.8	36.2
	Students With Disabilities	4.8	9.5	13.0
	English Language Learners	5.9	10.0	17.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	20%	23%	32%
	Economically Disadvantaged	19.8	19.1	30.9
	Students With Disabilities	4.8	4.5	8.7
	English Language Learners	7.9	7.5	17.1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36%	39%	50%
	Economically Disadvantaged	35.4	38.3	49.6
	Students With Disabilities	13.0	17.4	18.2
	English Language Learners	11.9	13.6	21.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	18%	31%
	Economically Disadvantaged	11.5	17.5	18.2
	Students With Disabilities	13.0	13.0	13.0
	English Language Learners	0	6.8	29.6

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29%	37%	39%
	Economically Disadvantaged	26.4	36.3	38.0
	Students With Disabilities	11.1	26.3	29.4
	English Language Learners	2.9	5.9	5.7
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	19%	34%	42%
	Economically Disadvantaged	20.0	34.4	46.1
	Students With Disabilities	5.6	21.1	29.4
	English Language Learners	5.9	17.6	23.5

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	27%	31%	39%
	Economically Disadvantaged	22.2	27.7	39.1
	Students With Disabilities	0	0	17.6
	English Language Learners	0	0	35.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	34%	41%
	Economically Disadvantaged	23.3	30.7	36.8
	Students With Disabilities	17.6	11.1	11.8
	English Language Learners	12.5	31.3	29.4
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			23.53%
	Economically Disadvantaged			24.1%
	Students With Disabilities			9.1%
	English Language Learners			0

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	17	40		27	21		19				
ELL	30	35	40	31	20	6	20				
BLK	30	29		30	18		31				
HSP	33	35	45	31	12	6	15				
MUL	59			57			30				
WHT	57	36		55	33		53				
FRL	37	36	48	35	20		26				

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	22	36	23	30	45	38	5				
ELL	39	56	42	52	64	64	20				
BLK	43	44	38	44	53	32	21				
HSP	41	61	45	53	65	61	23				
MUL	78	50		70	80						
WHT	69	75		80	65		58				
FRL	45	55	45	55	62	51	26				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	45	45	27	41	48	19				
ELL	25	45	44	51	64	70	23				
BLK	35	52	50	47	63	63	33				
HSP	33	49	44	58	67	63	41				
MUL	53			53							
WHT	48	50		67	61		56				
FRL	34	49	47	56	65	63	40				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	249

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	90%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	28
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

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

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

Due to the pandemic the students at CPE demonstrated an 11 percentage point decrease in English Language Arts. According to iReady data the students across grade levels and subgroups demonstrated minimal gains however, these gains were not enough to close the academic gap revealed by the state assessment.

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

According to state assessment date, English Language Arts demonstrates the greatest need for improvement. CPE scored between 13-15 percentage points lower than the district and 11 percentage points lower than the state in grades 3-5 respectively.

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

The lack of students returning to the brick-and-mortar learning environment hindered ELA learning. Another contributing factor was that at home learners were unable to log on due to connectivity issues. The inception of the 2021-2022 school year brought back the majority of our students and, upon reflecting on the data we have implemented academic accountability on the part of the student with a concentration in Phonics and Word Study using Benchmark Advance integrated curriculum. This effort focuses on a weakness revealed by our iReady data.

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

The iReady data and the state assessment data from 2018 and 2019 showed the most improvement in mathematics. CPE students demonstrated greater growth between assessments in the academic area of mathematics.

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

The implementation with fidelity of Calendar Math which encompasses all mathematical skills and strategies.
In addition, the school lead on-line math camp for struggling students. For the 2021-2022 school year the school has implemented a 15 minute fluency block for all grade levels, K-5.

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

CPE will utilize Reading Horizons and Leveled Literacy Intervention (LLI) as the academic programs for struggling students. Our ESSER teachers will work with our most fragile Tier 3 students. As part of our core Tier 1 instruction our teachers will be utilizing Benchmark Advance and the intervention program associated with Benchmark Advance.

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.

Teachers have received district training in both Benchmark Advance and Reading Horizons in order to provide the most effective instruction. In addition, CPE's reading coach provided an in-depth session walking teachers through the process of locating material appropriate for differentiated instruction ie: leveled readers, writing, phonics and word study. Teachers will also use comprehension checks to ensure students are understanding what they are reading. New teachers will be attending district training as they become available as well as will receive support from the reading coach and the Tier mentor. On teacher planning days CPE will monitor the teacher's understanding of the core program as well as dive into additional components.

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

Extended Learning Opportunities will be provided throughout the school year to students in need of continued remediation. In addition, the Tutor Mate program, supported by the district, will be implemented with kindergarten and first grade students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	According to state assessment date, English Language Arts demonstrates the greatest need for improvement. CPE scored between 13-15 percentage points lower than the district and 11 percentage points lower that the state in grades 3-5 respectively. iReady data indicated that phonics and word study were the greatest areas of concern.
Measurable Outcome:	Students across all grade levels will increase their performance by at least 15% according to iReady phonics and vocabulary (word study). Students in grades 3-5 will increase their reading skill by 20 percentage points according to the state assessment.
Monitoring:	Progress monitoring will focus on the monthly review of iReady data and CPE's SWAG folder with all teachers. The SWAG folder includes student performance data in all domains of ELA.
Person responsible for monitoring outcome:	Michelle-Ann Allison (michelle-ann.allison@browardschools.com)
Evidence-based Strategy:	Teachers will implement explicit and systematic instruction for Tier 1 and Tier 2 utilizing Benchmark Advance and Benchmark Advance interventions. Our state standards are taught for three consecutive weeks breaking down the standard into digestible bites for students. At the end of week one students are progress monitored to determine how much knowledge has been gleaned, upon data analysis of the tool teachers use week two to explicitly reteach the areas of weakness. Week three completes the instruction cycle and wraps up with a final progress monitoring tool. During our professional learning communities, these progress monitoring tools are reviewed by teachers completing a item analysis to determine reteach/mastery of standards.
Rationale for Evidence-based Strategy:	With the adoption of a new reading series and decline in CPE's ELA student achievement, the leadership team decided our focus will be on specific domains of ELA. After a deeper dive into our data, we were able to determine that a deficit in phonics was evident across the grade levels and subgroups. The aforementioned deficit hindered comprehension on the state assessment. Upon further exploration of Benchmark Advance, it became apparent there was an explicit and systematic approach to teaching phonics and word study across the grade levels, which is in line with our school focus and will assist with students' reading comprehension.

Action Steps to Implement

Monthly data chats utilizing teacher observation and ELA data in SWAG folders
Common planning with the reading coach
Weekly RtI meetings where student performance is discussed

Person Responsible	Mimi Jensen (mimi.jensen@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	According to the Federal Index, Students with Disabilities scored 30% which is below the state required Federal Index of 41%.
Measurable Outcome:	By June 2022, Students with Disabilities in grades 3-5 will increase their reading proficiency gains to at least 44%
Monitoring:	Progress monitoring will focus on the monthly review of iReady data and CPE's SWAG folder with all teachers. The SWAG folder includes student performance data in all domains of ELA.
Person responsible for monitoring outcome:	Michelle-Ann Allison (michelle-ann.allison@browardschools.com)
Evidence-based Strategy:	Teachers will implement explicit and systematic instruction for Tier 1 and Tier 2 utilizing Benchmark Advance and Benchmark Advance interventions. Our state standards are taught for three consecutive weeks breaking down the standard into digestible bites for students. At the end of week one students are progress monitored to determine how much knowledge has been gleaned, upon data analysis of the tool teachers use week two to explicitly reteach the areas of weakness. Week three completes the instruction cycle and wraps up with a final progress monitoring tool. During our professional learning communities, these progress monitoring tools are reviewed by teachers completing a item analysis to determine reteach/mastery of standards.
Rationale for Evidence-based Strategy:	With the adoption of a new reading series and decline in CPE's ELA student achievement, the leadership team decided our focus will be on specific domains of ELA. After a deeper dive into our data, we were able to determine that a deficit in phonics was evident across the grade levels and subgroups. The aforementioned deficit hindered comprehension on the state assessment. Upon further exploration of Benchmark Advance, it became apparent there was an explicit and systematic approach to teaching phonics and word study across the grade levels, which is in line with our school focus and will assist with students' reading comprehension.

Action Steps to Implement

Monthly data chats utilizing teacher observation and ELA data in SWAG folders
Common planning with the reading coach
Weekly RtI meetings where student performance is discussed

Person Responsible	Mimi Jensen (mimi.jensen@browardschools.com)

Additional Schoolwide Improvement Priorities

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.

Comparing CPE data and state data, the primary area of concern for CPE will focus on decreasing the number of in-school suspensions from 15 to 10 or fewer. Although CPE's data was below the state data, this is a school-wide goal. School culture and environment will be monitored through behavior/discipline via the school discipline plan, equity plan, and sel. Tier 1 classroom instruction includes infusing SEL into the school schedule which fosters a safe learning environment and allows students the space to learn from others. Students are also utilizing brag tags to showcase their positive behavior, putting forth effort, and overall academic achievements. This positive reinforcement fosters a growth mindset in students which in turn is a direct reflection of their improved behavior. Students who are seen to need more intervention can be referred to Tier 2 or 3 small groups and individual counseling to determine circumstances interfering with positive behavior development.

Part IV: Positive Culture & Environment

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

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

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

Mindful Mondays start off the week allowing students to practice key principles of mindfulness closely aligned with the school tribe agreements. These tribe agreements include but are not limited to attentive listening, the right to participate, mutual respect, and appreciation of others. Students also utilize this time to practice growth mindset affirmations to foster a positive learning environment. The beginning of each school day has a built in SEL block allowing teachers to create a safe space for students to reflect, practice and express mindful practices. SEL activities are presented in multiple modalities and done through varying platforms as appropriate per grade level. Student leaders have the opportunity to select and participate in varying schoolwide initiatives that celebrate diversity, promote inclusivity, and tolerance. The diversity & equity committee utilize student surveys, teacher input, administrative input, and parent nights to create opportunities to foster a supportive and fulfilling environment. Meeting quarterly, the committee reviews the equity plan, SEL plan, and school climate calendar to ensure students and staff have access to a supportive and fulfilling environment that promotes a school culture that values trust, respect, and high expectations.

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

Staff, students, and the community all have a role in promoting a positive culture and environment. School staff celebrate each other through the anonymous staff shout out book, support each other through common planning days, and uplift each other through PLCs. Teachers encourage students by promoting growth mindset through the schools theme, and selecting students for various awards/accolades. Awards are used to celebrate not just high academic achieving students, but also those putting forth their best effort. Schoolwide awards assembles are held quarterly, Kiwanis Kids are announced monthly, and iReady awards are given throughout the month per grade level. Students promote a positive culture by following tribe agreements, participating in multicultural days, and showing daily examples of responsible citizenship at school. These are shown through student "brag tags" and a consistent decrease in discipline referrals. Our community participates in school wide activities such as volunteering/donating for "Popcorn Friday", "Harvest Drive", "Field Day", etc. Positive school culture is practiced daily to ensure the needs of students, staff, and community are being met.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$93,100.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	110012-SPECIAL COMPENSATION	0221 - Croissant Park Elementary School	Title, I Part A		$7,000.00
		Notes: Salary Stipends for classroom teachers to conduct ELO camps.				
	5000	519-Technology-Related Supplies	0221 - Croissant Park Elementary School	Title, I Part A		$7,600.00
		Notes: Title 1 funds have been allocated to purchase an interactive online instructional program to supplement the literacy program.				
	5000	130-Other Certified Instructional Personnel	0221 - Croissant Park Elementary School	Title, I Part A		$78,500.00
		Notes: Title 1 funds have been allocated to select a highly qualified teacher to provide small group intensive instructions in an effort to reduce achievement the gap.				
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$10,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	500-Materials and Supplies	0221 - Croissant Park Elementary School	Title, I Part A		$10,500.00
		Notes: Title 1 funds have been allocated to purchase an interactive literacy instructional program to supplement the literacy program and to decrease the learning gap with student with disabilities.				
					Total:	$103,600.00