

Broward County Public Schools

Croissant Park Elementary School



2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (50%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the 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.

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)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
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	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

School Board Approval

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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

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

Name	Position Title	Job Duties and Responsibilities
Allison, Michelle- Ann	Principal	<ol style="list-style-type: none"> 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. 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

Name	Position Title	Job Duties and Responsibilities
		<p>limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>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.</p> <p>25. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>26. Establish open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>27. Provide leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>28. Interact with government and service agencies relative to student welfare.</p> <p>29. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>30. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>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.</p> <p>32. Administer negotiated employee contracts in the appropriate manner at the school site.</p> <p>33. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>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.</p> <p>35. Review current developments, literature and technical sources of information related</p>

Name	Position Title	Job Duties and Responsibilities
Jensen, Mimi	Assistant Principal	<p>to job responsibility.</p> <p>36. Ensure adherence to good safety procedures.</p> <p>37. Follow Federal and State laws, as well as School Board policies.</p> <p>38. Perform other duties as assigned by the Director, School Performance & Accountability or designee, consistent with the goals and objectives of the position.</p>
		<ol style="list-style-type: none"> 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

Name	Position Title	Job Duties and Responsibilities
		<p>and community evaluation of curriculum.</p> <p>13. Assist in implementing and monitoring procedures to ensure that rights of all children and their parents are protected.</p> <p>14. Employ and monitor transparent decision-making processes that are based on a vision,</p> <p>15. Utilize processes to empower others and distribute leadership when appropriate.</p> <p>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.</p> <p>17. Lead and manage organizational processes for school operations including, but not limited to, student discipline, student attendance, school food service, student transportation, master schedules, extracurricular activities, school finance and financial reporting, and maintenance of the physical plant.</p> <p>18. Assist in employing an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.</p> <p>19. Manage and delegate tasks while consistently demonstrating fiscal efficiency.</p> <p>20. Comply with district procedures to manage and safeguard district assets, equipment, inventory, property leasing, and rental of School Board property.</p> <p>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.</p> <p>22. Maintain high visibility at school and in the community.</p> <p>23. Cultivate, support, and develop others within the school.</p> <p>24. Provide recognition and celebration for student, staff, and school accomplishments.</p> <p>25. Assist in establishing open lines of communication and processes to determine stakeholder needs, level of satisfaction, and respond to/resolve valid stakeholder concerns.</p> <p>26. Assist in providing leadership support for community involvement programs and business partnerships at the school level to promote student achievement.</p> <p>27. Interact with government and service agencies relative to student welfare.</p> <p>28. Demonstrate personal and professional behaviors consistent the Code of Ethics and the Principles of Professional Practice.</p> <p>29. Demonstrate effective or above performance on the Florida School Leaders Proficiency Indicators while performing all duties required by the district job description.</p> <p>30. Establish the job assignments and supervise all assigned personnel and</p>

Name	Position Title	Job Duties and Responsibilities
		<p>conducts performance assessments according to School Board Policy and procedures, using instruments adopted by the School Board.</p> <p>31. Assist in administering negotiated employee contracts in the appropriate manner at the school site.</p> <p>32. Perform and promote all activities in compliance with equal opportunity and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>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.</p> <p>34. Review current developments, literature and technical sources of information related to job responsibility.</p> <p>35. Ensure adherence to good safety procedures.</p> <p>36. Follow Federal and State laws, as well as School Board policies.</p> <p>37. Perform other duties as assigned by the Principal, consistent with the goals and objectives of the position.</p>

Blain, Math
Rachelle Coach

The Coach, Mathematics shall:

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 nonevaluative, 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
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

Name	Position Title	Job Duties and Responsibilities
		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

Demographic Information

Principal start date

Monday 1/7/2013, Michelle Anne Allison

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

699

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

7

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

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	121	117	111	146	123	120	0	0	0	0	0	0	0	738
Attendance below 90 percent	56	44	32	44	32	30	0	0	0	0	0	0	0	238
One or more suspensions	0	0	0	3	2	6	0	0	0	0	0	0	0	11
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 2022 statewide FSA ELA assessment	0	0	0	60	37	30	0	0	0	0	0	0	0	127
Level 1 on 2022 statewide FSA Math assessment	0	0	0	44	38	29	0	0	0	0	0	0	0	111
Number of students with a substantial reading deficiency	0	4	35	20	5	2	0	0	0	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	15	52	44	39	0	0	0	0	0	0	0	154

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	2	5	19	17	16	0	0	0	0	0	0	0	62
Students retained two or more times	0	0	0	0	2	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Thursday 9/1/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	58%	56%				48%	59%	57%
ELA Learning Gains	58%						58%	60%	58%
ELA Lowest 25th Percentile	48%						46%	54%	53%
Math Achievement	52%	54%	50%				57%	65%	63%
Math Learning Gains	75%						63%	66%	62%
Math Lowest 25th Percentile	76%						51%	53%	51%
Science Achievement	41%	59%	59%				30%	46%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	60%	-13%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-47%				
05	2022					
	2019	45%	59%	-14%	56%	-11%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	65%	-9%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	58%	67%	-9%	64%	-6%
Cohort Comparison		-56%				
05	2022					
	2019	48%	64%	-16%	60%	-12%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	28%	49%	-21%	53%	-25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	22	52	31	28	56	50	27				
ELL	28	56	47	49	83	80	25				
BLK	29	49	42	36	69	79	33				
HSP	36	54	48	49	76	71	34				
MUL	70	77		65	86						
WHT	63	71		75	74		65				
FRL	42	56	50	52	77	74	37				
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				

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Across grade levels Croissant Park Elementary students score 13 percentage points below the District's English Language Arts achievement level.

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

English Language Arts achievement demonstrates the greatest need for improvement.

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

Contributing factors include students struggling with phonics and word study thus affecting comprehension, teachers learning a new reading series, and students inability to attend the extended learning opportunity due to transportation. Implement explicit phonics and word study instruction in an attempt to increase comprehension, provide additional support for teachers through professional development and modeling of Benchmark Advance and its components, and allot additional support personnel during the day for small group instruction.

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

Mathematics learning gains and Mathematics learning gains for the lowest 25% percentile demonstrate the most improvement and was 12 percentage points higher than the District's math learning gains and 22 percentage points higher than the District's math lowest 25% percentile learning gains.

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

Croissant Park Elementary added a fluency block to all K through 5 classroom schedules and tracked student progress via data chats with the teachers and student conferencing using the Students With Academic Goals (SWAG) folder. Additionally, struggling students received intervention through pull-out math groups and an after school math extended learning opportunity.

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

Explicit and systematic phonics and word study instruction will be implemented and monitored to ensure fidelity. Tiered small group instruction will be implemented by all teachers in all classrooms and monitored to accelerate learning. Pull-out and push-in programs will focus on explicit and systematic instruction to aid with comprehension.

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

Professional development will focus on diving deeper into the new reading series, Benchmark Advance, and the intervention components known as Benchmark Intervention (phonics, word study, comprehension). In addition, weekly walkthroughs will take place during the reading block to ensure the fidelity of instruction and tiered small group guided reading.

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

The administrative team will meet with teachers every six weeks to discuss assessment data and monitor student progress in the Students with Academic Goals (SWAG) folder. The team will also monitor the school's Multi-Tiered System of Support (MTSS) to ensure that all struggling students are receiving the appropriate support by attending Response to Intervention (RtI) meetings and using classroom walkthroughs to ensure the fidelity of instruction.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

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

CPE 2021-22 Gr 3 ELA Proficiency data of 47% lags behind the Districts 60% and the States 58% respectively. Indicators reflect word study and vocabulary were greatest areas of concern.

Measurable Outcome:

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

Students Gr 3 Baseline 15% (will increase their performance by at least 10% according to iReady phonics and vocabulary (word study) to 25% by May 2023.

Monitoring:

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

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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

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.

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

Michelle-Ann Allison (michelle-ann.allison@browardschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to the Federal Index, Students with Disabilities scored 39% which is below the state required Federal Index of 41%.

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

By June 2023, Students with Disabilities in grades 3-5 will increase their reading proficiency gains to at least 44%

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

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)

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.

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

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

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.

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

Person Responsible

Michelle-Ann Allison (michelle-ann.allison@browardschools.com)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

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. Week three completes the instruction cycle and wraps up with a final progress monitoring tool.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

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. Week three completes the instruction cycle and wraps up with a final progress monitoring tool.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, PM3 will demonstrate an increase of 10 percentage points in proficiency for students in kindergarten, first, and second grade.

Grades 3-5: Measureable Outcome(s)

By May 2023, PM3 will demonstrate an increase of 10 percentage points in proficiency for students in grades 3, 4, and 5.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monthly data chats utilizing teacher observation and ELA data in Students With Academic Goals (SWAG) folders

Common planning with the reading coach

Weekly Rtl meetings where student performance is discussed and monitored

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Allison, Michelle-Ann, michelle-ann.allison@browardschools.com

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Teachers will implement explicit and systematic instruction for Tier 1 and Tier 2 utilizing Benchmark Advance and Benchmark Advance interventions. Reading Endorsed teachers will implement explicit and systematic instruction for Tier 3 students utilizing Reading Horizons and Reading Horizons Elevate.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Benchmark Advance and Benchmark Intervention is aligned to the B.E.S.T. ELA Standards. Reading Horizons is a foundational reading program that can help all students reach proficiency. Reading Horizons Elevate uses a specific process to help struggling readers become strong and fluent readers.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership - Monthly Data Chats with the administrative team utilizing teacher observation and ELA data in Students With Academic Goals (SWAG) folders.</p> <p>Literacy Coaching - Discussions during monthly Data Chats.</p> <p>Assessments - Reviewing the students assessment (SWAG) folder.</p> <p>Professional Learning - Benchmark Advance ELA training has been scheduled.</p>	<p>Allison, Michelle-Ann, michelle-ann.allison@browardschools.com</p>
<p>Literacy Leadership - Monthly Data Chats with the administrative team and the literacy coach discussing ELA block non-negotiables.</p> <p>Literacy Coaching - Common planning with the literacy coach.</p> <p>Assessments - Reviewing the students assessment (SWAG) folder.</p> <p>Professional Learning - Training by the literacy coach will be conducted on an as needed basis.</p>	<p>Allison, Michelle-Ann, michelle-ann.allison@browardschools.com</p>
<p>Literacy Leadership - Weekly RtI meetings where student performance is discussed and monitored.</p> <p>Literacy Coaching - During weekly RtI meetings resource utilization is discussed and reviewed.</p> <p>Assessment - During weekly RtI meetings graphs are submitted to monitor assessment progress and/or lack thereof.</p> <p>Professional Learning - During weekly RtI meetings teachers have an opportunity to discuss tiered instruction and are provided with feedback to enhance said instruction.</p>	<p>Allison, Michelle-Ann, michelle-ann.allison@browardschools.com</p>

Positive Culture & Environment

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

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

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 school culture and environment.

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 a growth mindset through the school's 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 assemblies 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.