

Broward County Public Schools

Croissant Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Croissant Park Elementary School

1800 SW 4TH AVE, Fort Lauderdale, FL 33315

[no web address on file]

School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
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.

Name	Position Title	Job Duties and Responsibilities
		<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. 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>objectives.</p> <p>35. Review current developments, literature and technical sources of information related 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>
Jensen, Mimi	Assistant 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 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.

Name	Position Title	Job Duties and Responsibilities
		<p>11. Assist in structuring and monitoring a school learning environment that improves learning for a diverse student population.</p> <p>12. Assist in establishing and coordinating procedures for student, teacher, parent 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</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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 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.

Name	Position Title	Job Duties and Responsibilities
Williams, M'Lisia	School Counselor	<p>10. establish and maintain a trusting, confidential and non-evaluative relationship with teachers and align coaching based on classroom observations.</p> <p>11. support teachers with curriculum, pedagogy, digital applications, tools, strategies and classroom related technologies.</p> <p>12. analyze data to inform high quality instruction leading to improved student achievement.</p> <p>13. promote collegiality through collaborative work and reflective practices with teachers and administrators.</p> <p>14. facilitate research-based professional learning through the school's professional learning communities.</p> <p>15. perform and promote all activities in compliance with equal employment and nondiscrimination policies of The School Board of Broward County, FL.</p> <p>16. review current developments, literature and technical sources of information related to job responsibilities.</p> <p>17. handle information in a confidential manner in accordance with established policies and legal requirements (FERPA, HIPPA, etc.)</p> <p>18. ensure adherence to good safety procedures.</p> <p>19. follow federal and state laws, as well as School Board</p> <ul style="list-style-type: none"> • Establish small group counseling sessions. • Counsel students on personal and academic concerns and notify parents as deemed necessary. • Provide materials and suggestions for classroom oriented guidance activities. • Arrange student, parent and teacher conferences. • Acquaint students new to the school with teachers, facilities and programs to help them adjust to their new environment. • Assist in the early identification of students for proper educational placement, such as exceptional child, federal and bilingual programs. • Work with parent groups in the area of child growth, development and discipline. • Meet with teachers to present and explaining the results of various testing programs. • Assist teachers in effective utilization of test results. • Identify community and school system resources and when advisable, refer student situations to the proper agencies. • Keep records of conferences and send reports within the limits of confidentiality, to the principal, administrative assistants, and/or teachers as requested. • Gather information from all faculty members having contact with a student being considered for referral. • 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 job responsibilities. • Review current developments, literature and technical sources of information related to job responsibilities.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Ensure adherence to safety rules and procedures. • Follow federal and state, as well as School Board policies. • Perform other duties as assigned by the immediate supervisor or designee.

Stakeholder Involvement and SIP Development

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

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

All stakeholders are invited to SAC meetings by monthly flyers, Parent Link messages, newsletters, the marquee and by teacher communication via the school agenda. The School Improvement Plan is discussed at the monthly SAC meetings where teacher and parent input is requested. All school data is reviewed with all stakeholders and next steps are discussed in an effort to increase academic achievement. The stakeholders also discuss and determine how school funds are utilized to enhance the academic programs at the school. The parent and teacher input was utilized in creating the school's goals.

SIP Monitoring

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

After the completion of each state assessment, the school leadership team and the stakeholders discuss student performance and next steps. At this time the team determines if the school is on track to meet the goals and adjustments are made to Tier 1 instruction and/or intervention programs if necessary.

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No

2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	55	35	32	37	26	44	0	0	0	229	
One or more suspensions	0	0	0	3	4	12	0	0	0	19	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	26	46	34	43	40	37	0	0	0	226	
Level 1 on statewide Math assessment	0	24	31	39	42	45	0	0	0	181	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	21	65	35	21	0	0	0	154	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	19	32	36	55	45	45	0	0	0	232

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	4	14	14	1	0	0	0	0	41
Students retained two or more times	7	3	7	1	1	8	0	0	0	27

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	56	44	32	44	32	30	0	0	0	238	
One or more suspensions	0	0	0	3	2	6	0	0	0	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	60	37	30	0	0	0	127	
Level 1 on statewide Math assessment	0	0	0	44	38	29	0	0	0	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	35	20	5	2	0	0	0	66	

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

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

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	56	44	32	44	32	30	0	0	0	238	
One or more suspensions	0	0	0	3	2	6	0	0	0	11	
Course failure in ELA	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	60	37	30	0	0	0	127	
Level 1 on statewide Math assessment	0	0	0	44	38	29	0	0	0	111	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	4	35	20	5	2	0	0	0	66	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	40	56	53	42	58	56	38		
ELA Learning Gains				58			37		
ELA Lowest 25th Percentile				48			46		
Math Achievement*	51	62	59	52	54	50	37		
Math Learning Gains				75			20		
Math Lowest 25th Percentile				76			4		
Science Achievement*	48	48	54	41	59	59	28		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	58	59	59	61			39		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	241
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	21	Yes	4	1
ELL	35	Yes	1	
AMI				
ASN				
BLK	42			
HSP	42			
MUL	65			
PAC				

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
WHT	72			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	39	Yes	3	
ELL	54			
AMI				
ASN				
BLK	51			
HSP	54			
MUL	75			
PAC				
WHT	70			
FRL	56			

Accountability Components by Subgroup

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	40			51			48					58
SWD	15			23			21				5	32
ELL	24			43			32				5	58
AMI												
ASN												
BLK	35			38			36				5	55
HSP	32			48			40				5	58

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
MUL	65			65							2	
PAC												
WHT	61			71			78				4	
FRL	43			50			49				5	58

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	42	58	48	52	75	76	41					61
SWD	22	52	31	28	56	50	27					44
ELL	28	56	47	49	83	80	25					61
AMI												
ASN												
BLK	29	49	42	36	69	79	33					73
HSP	36	54	48	49	76	71	34					61
MUL	70	77		65	86							
PAC												
WHT	63	71		75	74		65					
FRL	42	56	50	52	77	74	37					61

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	38	37	46	37	20	4	28					39
SWD	17	40		27	21		19					13
ELL	30	35	40	31	20	6	20					39
AMI												
ASN												
BLK	30	29		30	18		31					
HSP	33	35	45	31	12	6	15					37
MUL	59			57			30					
PAC												
WHT	57	36		55	33		53					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
FRL	37	36	48	35	20	0	26					39

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

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	56%	-16%	54%	-14%
04	2023 - Spring	38%	61%	-23%	58%	-20%
03	2023 - Spring	43%	53%	-10%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	55%	62%	-7%	59%	-4%
04	2023 - Spring	50%	65%	-15%	61%	-11%
05	2023 - Spring	49%	58%	-9%	55%	-6%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	45%	46%	-1%	51%	-6%

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

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

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

Science at 41% and ELA at 42%. Contributing factors include students struggling with Phonics and Word Study, thus affecting comprehension. Although extended learning opportunities were offered, several students were unable to attend due to transportation challenges, only 15% of our students attending camp.

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

CPE did not demonstrate a decline in any of the subject areas, however the ELA learning gains for our lowest 25% only increased 2%.

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

The greatest gap when compared to the state average was ELA proficiency for all students including those with disabilities at 42% proficient. Factors that contributed to this gap are daily attendance with approximately 20% of the students falling in the moderate or chronic absent categories and 8% falling in the chronic absent category. CPE also needs to implement a research based systematic phonics program and include a predetermined phonics block as evidenced by iReady with 59% of the students needing additional remediation.

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

Math learning gains for the lowest 25%. CPE implemented a daily math fluency block and provided support for teachers to implement an effective tier 1 and intervention for students in tier 2 and tier 3. CPE also hosted an after school math camp in which all struggling students were invited.

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

Two potential areas of concern are the number of students absent 10% or more of the school year, approximately 200 students are absent at least once a week and the number of students with a substantial reading deficiency in comprehension according to iReady is 73%.

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

Attendance, students with a substantial reading deficit.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Other**Area of Focus Description and Rationale:**

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

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

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 LSW block allowing teachers to create a safe space for students to reflect, practice, and express mindful practices. LSW 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 school wide initiatives that celebrate diversity, promote inclusivity and tolerance. The diversity and 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, LSW 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.

Measurable Outcome:

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

75% of CPE students and parents will identify CPE as a safe, welcoming and friendly school environment based on the stakeholder survey.

Monitoring:

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

CPE will monitor this effort by the number of parents who join us for family events and monthly meetings. Students will also discuss the school climate and culture daily during daily LSW sessions. CPE will monitor using the results of the annual Stakeholder Survey.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

Teachers will implement the Rethink Ed lessons found on their Clever dashboard daily and each quarter assemblies will be held to reinforce the skills taught during the LSW lessons.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CPE selected to utilize this district approved program as it provides teachers with focused lessons specific to their students' age range and needs and will afford the students to focus on self awareness, self management, responsible decision making, relationship skills, and resiliency. LSW character traits are announced on the morning announcements daily and students receive an example of how to imply the trait in real world situations.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Administration will monitor daily LSW sessions with walk throughs as well as monitor monthly usage on RethinkEd and the annual Customer Service Survey.

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

By When: By May 2024.

#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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

CPE will focus on SWD as they have performed below the federal percent of points index for more than 3 consecutive years scoring only 22% proficient.

Measurable Outcome:

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

By May 2024, 42% of SWD will show academic gains in the area of ELA and proficiency will increase to 32% based on F.A.S.T. Assessment PM3 data.

Monitoring:

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

CPE will monitor this Area of Focus through state and district assessments, monthly PLCs and data chats with classroom teachers after each assessment is administered.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

Teachers and Support Facilitators will utilize district approved Tiered ELA interventions such as Reading Horizons, SIPPS, Heggerty, Quick Reads, Wordly Wise and Benchmark Advance interventions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CPE selected this strategy as these students are our lowest performing students and are in need of more intense interventions.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Train teachers in intervention programs. Create assessment, PLC and data chat schedules to be followed throughout the school year. Teachers will group students based on student needs to provide the necessary support.

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

By When: By May 2024.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

CPE will focus on ELA proficiency. Currently according to iReady, students are only 23% proficient in ELA.

Measurable Outcome:

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

42% of the students will demonstrate academic gains in ELA between PM1 and PM3. CPE will also increase ELA proficiency by 19%.

Monitoring:

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

CPE will monitor this area of focus through state and district assessments, weekly walkthroughs, and data chats that take place after each assessment.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:

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

Teachers and Support Facilitators will utilize district approved ELA resources aligned to the Science of Reading. These interventions include but are not limited to: SIPPS, Benchmark Advance Interventions, Reading Horizons, Quick Reads, Wordly Wise, and Heggerty.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CPE selected these strategies as these students are performing below the district and state expectations.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

CPE will implement a structured phonics block, differentiated small group time, and an intervention block within the school day where each grade level will implement one of the following research based intervention programs: SIPPS, Benchmark Advance Interventions, Reading Horizons, Quick Reads, Wordly Wise, and Heggerty. The administrator will conduct walk-throughs regularly to monitor fidelity of these blocks.

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

By When: By May 2024 CPE will increase our ELA proficiency by 19% based on F.A.S.T. Assessment PM3 data.

CSI, TSI and ATSI Resource Review

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

Monthly meetings are held where the principal shares district and state assessment data as well as the intervention programs that the school is utilizing to close the achievement gaps. As additional resources are required, the administrator presents the request including school-wide current student data from the particular resource to demonstrate the need and the benefit of said resource. The SAC Committee then determines if the data warrants the use of accountability funds to provide the resource to the school.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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 related 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 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 Measurable Outcomes

By May 2024, PM3 will demonstrate an increase of 10 percentage points in proficiency for students in kindergarten, first and second grade.

Grades 3-5 Measurable Outcomes

By May 2024, PM3 will demonstrate an increase of 10 percentage points in proficiency for students in grades 3, 4, and 5.

Monitoring**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 impact student achievement outcomes.

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

Common planning with the reading coach

Weekly RtI 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**Description:**

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. §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 or SIPPS. Reading Endorsed teachers will implement explicit and systematic instruction for Tier 3 students utilizing Reading Horizons and Reading Horizons Elevate.

Rationale:

Explain the rationale for selecting 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 evidence-based 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 and SIPPS use 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
Literacy Leadership - Monthly Data Chats with the administrative team utilizing teacher observation and ELA data in Students With Academic Goals (SWAG) folders	Allison, Michelle-Ann, michelle-ann.allison@browardschools.com
Literacy Coaching - Discussions during monthly Data Chats	
Assessments - Reviewing the students assessment (SWAG) folder	
Professional Learning - SIPPS training for all teachers will be provided	

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

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

The SIP is located on the school website, a hard copy is located in the front office and copies are distributed to all stakeholders at our monthly School Advisory Council (SAC) meetings.

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

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

CPE will conduct monthly family nights in English and Spanish to meet the needs of our population. The family engagement plan is sent home to all parents in the first day packet, is also on our website and is discussed at monthly meetings.

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

Instructional focus calendars are provided to teachers to ensure delivery of grade level standards, teachers will be trained on newly adopted curriculum such as the Science of Reading and SIPPS.

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

NA