

Broward County Public Schools

Cresthaven Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Cresthaven Elementary School

801 NE 25TH ST, Pompano Beach, FL 33064

[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 of Cresthaven Elementary is to provide research based differentiated instruction aligned to state standards to address the needs of all learners in a safe, educational environment supported by technology, real-life applications and targeted professional development for staff.

Provide the school's vision statement.

Cresthaven Elementary's vision is to prepare students for college and career in a competitive 21st century global economy by providing the foundation that includes rigorous content and application of knowledge through high-order skills.

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
Lee, Donald	Principal	As principal, Mr. Lee provides the vision and direction for the school's leadership team to ensure quality instruction and high student achievement. Mr. Lee establishes and monitor's Cresthaven's mission and goals that are aligned with the District's mission and goals through active participation with all stakeholders' involvement in the school improvement process with School Advisory Council (SAC) and School Advisory Forum (SAF). Mr. Lee collaborates to develop, implement, and monitor an instructional framework that aligns curriculum with BEST Standards, effective instructional practice, and student learning needs and assessment. The principal manages the school operations and facilitates in a way that maximizes the use of resources to promote a safe, efficient, legal, and effective learning environment.
Allen, Linda	Assistant Principal	Mrs. Allen reports directly to the principal. She supports the vision and direction of the principal to foster a safe and effective learning environment. She is knowledgeable of District policies, state and federal laws relating to students. Supervises and manages building operations to assure safety and efficiency. Mrs. Allen assists with screening, selecting, assigning, supervising and evaluating of certified and educational support staff. She develops master schedules and calendars, which maximize the achievement of school goals.
Addeo, Jamie	Reading Coach	Mrs. Addeo supports with reflection on instruction, collaborates with teachers, encourages positive changes in the school culture and promotes the use of data analysis to inform teaching practice. Mrs. Addeo facilitates family night academic events such as Literacy Nights and Science Nights. She also coordinates recognition programs (i-Ready, Benchmark Advance Unit Assesments, etc). She creates systems of intervention to provide students with additional time and support for learning (pull-out, push-in). The coach models strategies in classrooms, evaluates academic needs within the area of support and collaborates with teachers and administrators.
O'Connor, Linda	Math Coach	Mrs. O'Connor supports with reflection on instruction collaborates with teachers, encourages positive changes in the school culture and promotes the use of data analysis to inform teaching practice. Mrs. O'Connor facilitates family night academic events such as Math Nights She also coordinates recognition programs (i-Ready, Savvas, Acaletics, etc). She creates systems of intervention to provide students with additional time and support for learning (pull-out, push-in). The coach models strategies in classrooms, evaluates academic needs within the area of support and collaborates with teachers and administrators.
Robertson, Dorothea	School Counselor	Mrs. Robertson supports Cresthaven by providing academic support, helping students with career exploration process, educating students about self-awareness and self-esteem, teaching problem-solving and conflict-resolution skills, provide individual and small group counseling serviees and make referrals to outside agencies as needed. Mrs. Robertson implements and coordinators school-wide initiatives such as Kids of Character Program, Anti-

Name	Position Title	Job Duties and Responsibilities
		Bullying Program, Peace Week, Red Ribbon Week, quarterly Award assemblies, Student of week/month, and our School-wide Positive Behavior Reinforcement Program.
Short, Thomas	Other	Mr. Short provides support to ensure that students with disabilities demonstrate increased participation and performance in the standard or Access curriculum, state-wide assessments, and accountability systems. Mr. Short facilitates school-wide training on and supports for the MTSS process, coordinates monthly MTSS progress monitoring meetings, and monitors the implementations of MTSS interventions. He also facilitates enrollment and transition of new ESE students, ensures appropriate placement and support for ESE students. Mr. Short make sures that students IEP' accomodations anre followed and he also provides services to our gifted students.

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.

As we prepared for the 2023-2024 school year, all stakeholder's surveys were used to align our SIP plan to areas that needed to be addressed. Last year's data provided evidence for teacher's need for staff development, in teaching practices. Some of the practices that will be implemented are PLC's, observation cycles, and sharing of best practices. Through Cresthaven's SAC, stakeholders were provided opportunities to voice their concerns and provide suggestions in the improvement of this year's SIP.

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))

Cresthaven has established a Progress Monitoring calendar for all students, particularly Students with Disabilities that have been identified as having the greatest achievemnt gap. Teachers will be provided opportunities to disaggregate student data and provide reteach, remediation and enrichment opportunities. Through our MTSS program, the interventions provided will bridge the gap for our students with achievement gaps. All stakeholders will review and monitor all data periodically to make changes as necessary. Stakeholders will review PM 1 and 2 data for revision to allign to Cresthaven's academic processes. Additional progress monitoring tools for MTSS will include i-Ready Diagnostic tools for all students in ELA and Growth Monitoring Checks for all students that are identified as TIER 2 and 3.

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	95%
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) 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	18	30	20	20	15	18	0	0	0	121
One or more suspensions	0	0	0	3	3	6	0	0	0	12
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	16	19	31	12	18	26	0	0	0	122
Level 1 on statewide Math assessment	0	10	31	11	17	31	0	0	0	100
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	3	28	27	33	20	25	0	0	0	136

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	7	29	38	21	23	37	0	0	0	155

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	8	3	1	0	0	0	0	13
Students retained two or more times	0	4	0	1	0	0	0	0	0	5

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	41	20	27	21	23	33	0	0	0	165
One or more suspensions	0	0	3	1	5	4	0	0	0	13
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	20	26	17	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	14	36	16	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	5	9	9	0	0	0	30

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	7	18	36	26	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	9	9	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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	41	20	27	21	23	33	0	0	0	165
One or more suspensions	0	0	3	1	5	4	0	0	0	13
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	20	26	17	0	0	0	63
Level 1 on statewide Math assessment	0	0	0	14	36	16	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	7	5	9	9	0	0	0	30

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	2	7	18	36	26	0	0	0	89

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	4	9	9	0	0	0	0	0	22
Students retained two or more times	0	0	0	0	0	0	0	0	0	

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*	44	56	53	47	58	56	33		
ELA Learning Gains				63			51		
ELA Lowest 25th Percentile				51			63		
Math Achievement*	52	62	59	54	54	50	30		
Math Learning Gains				79			23		
Math Lowest 25th Percentile				74			16		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	28	48	54	31	59	59	19		
Social Studies Achievement*					71	64			
Middle School Acceleration					60	52			
Graduation Rate					45	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	50			40		

* 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	1
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	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	449
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	23	Yes	4	1
ELL	41			
AMI				
ASN				
BLK	47			
HSP	46			
MUL				
PAC				
WHT				
FRL	48			

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	53			
AMI				
ASN				
BLK	53			
HSP	60			
MUL				
PAC				
WHT				
FRL	57			

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	44			52			28					65
SWD	13			31			10				5	51
ELL	38			45			21				5	65
AMI												
ASN												
BLK	45			49			24				5	64
HSP	38			53			31				5	66
MUL												
PAC												
WHT												
FRL	43			51			30				5	62

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	47	63	51	54	79	74	31					50
SWD	15	44	45	22	63	67	8					50
ELL	38	59	45	47	78	71	36					50
AMI												
ASN												
BLK	46	64	56	48	74	74	24					41
HSP	44	64	50	59	88	80	38					57
MUL												
PAC												
WHT												
FRL	45	64	55	54	81	76	29					50

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	33	51	63	30	23	16	19					40
SWD	9	39	55	9	24	18	0					23
ELL	27	49	62	29	23	13	13					40

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	29	57	58	28	24	27	15					41
HSP	36	41		31	18		21					39
MUL												
PAC												
WHT												
FRL	32	52	65	28	22	12	21					41

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	44%	61%	-17%	58%	-14%
03	2023 - Spring	50%	53%	-3%	50%	0%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	62%	7%	59%	10%
04	2023 - Spring	58%	65%	-7%	61%	-3%
05	2023 - Spring	38%	58%	-20%	55%	-17%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	28%	46%	-18%	51%	-23%

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.

The greatest need for improvement was demonstrated in ELA with our Students with Disabilities. Based on last year's 2023 FAST ELA data, 12% of our Student with Disabilities scored a Level 3 or higher. 37% of our SWD students scored a Level 2 and 51% of our SWD students scored a Level 1. Fidelity of the program and transition of ESE staff positions and student attendance likely contributed to the low performance.

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

Based on 2023 ELA FAST data, 5th grade had the greatest decline from the previous year going from 47% to 41%. The factors that contributed to the decline were student attendance, a loss of teacher position, and having the biggest instructional gap. However, there was an 19% increase in ELA data from 3rd grade to 5th grade with the same group of students.

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 our school compared to state average in ELA was our subgroup, Students with Disabilities. The state performed 53% of students scoring a Level 1 and our subgroup average was 59% scoring a Level 1. The factors that contributed to the decline were student attendance, a loss of teacher position, and having the biggest instructional gap.

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

Our most improvement last year was in 3rd grade FAST ELA proficiency with an increase from 47% to 50%. Some contributing factors were collaborative lesson planning, data analysis in PLC's, skill groups based off PM1 and PM2 data ,and ELO camps. Instructional practices what were used to provide targeted learning to help increase ELA goal graphic organizers, activate prior knowledge, incorporate technology, flexible small group instruction, accountable talk, chunking and scaffolding. TIER 2 and 3 instructional practice and resources include small group instruction facilitated by ESSER Teacher using Benchmark Advance Intervention components, Reading Horizons, Heggerty, Foundations, and Quick Reads.

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

As we reflected on our Early Warning Systems data, we have identified two major areas of concern. The two areas are students that have absences higher than 10% or more days and the percentage of students that scored a Level 1 on FAST ELA assessment.

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

Cresthaven Elementary's highest priorities for school improvement for 2023-23024 school year:

1. Professional development opportunities including Tier 1 instruction in ELA, with the emphasis in

increased awareness of foundational skills through the Science of Reading. Teachers will be provided training in working with students with disabilities and utilizing their accommodations.

2. Through fidelity and monitoring, all ESE facilitators will provide systematic and explicit instruction for the needs of our SWD.

3. Create a plan to support parent involvement in advocating and promoting the increase of student attendance rates in all grade levels.

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 Early Warning System

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.

Based on Early Warning Systems, student attendance will be our main focus to increase student achievement.

Attendance is an important factor in student achievement. Some of the barriers we will address are students' anxiety towards school, disengagement from school, and parent misconceptions about the impact of absences .

Measurable Outcome:

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

By June 2024, all grade levels will have a decrease of 5% in absences as measured on Early Warning Systems.

Monitoring:

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

FAST ELA PM1 and PM 2 data will be monitored to ensure student progress. In conjunction with the Broward Truancy Intervention Program (BTIP), case managers will be assigned to each grade level to review absence reports on a weekly basis. There will be parent contact, social worker and school counselor referrals, and student conferences to review absences and progress monitoring reports. Students that need more intensive support will be supported through MTSS.

Person responsible for monitoring outcome:

Donald Lee (donald.lee@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.)

Student attendance will be our main focus to increase student achievement. Some of the evidence based interventions used to support students with chronic absenteeism are Benchmark Advance Intervention components, Reading Horizons, iReady and Imagine Learning Programs, Quick Reads, and Heggerty.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student achievement is our main focus. The interventions chosen are evidence-based and help fill in the learning gaps for students with chronic absences. By utilizing these programs, these students have the greatest opportunity to close the achievement gap. The different interventions chosen will be administered based on the data received from the PM state progress monitoring assessments.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Grade Level Case Manager reviews of absence reports.

Person Responsible: Linda Allen (linda.allen@browardschools.com)

By When: Weekly

2. Curricular and student services support targeted to students with absenteeism.

Person Responsible: Linda Allen (linda.allen@browardschools.com)

By When: Daily

3. Extended Learning Opportunities provided in all academic areas.

Person Responsible: Donald Lee (donald.lee@browardschools.com)

By When: Quarterly

#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.

Based on 2023 FAST ELA Assessment data, 12% of our students with disabilities scored a Level 3 or higher. This 2023-2024 school year our goal is to have an increase of 5% in ELA for our students with disabilities.

Measurable Outcome:

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

By June 2024, the student with disabilities will demonstrate a 17% proficiency as evidenced on the FAST PM3 ELA assessment.

Monitoring:

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

Student data will be monitored to ensure progress. FAST PM1 data identifies student's baseline data. Both PM1 and PM2 data provides information about academic growth from the beginning, middle to the end of the year. Benchmark Advance Unit Assessments, which are administered monthly provide spiraled review of standards. i-Ready Diagnostic Assessment is administered 3 times a year and Growth Monitoring Checks are administered periodically to TIER 2 and TIER 3 students. FAST PM3 ELA Assessment is administered at the end of the school year to determine mastery of grade level content.

Person responsible for monitoring outcome:

Donald Lee (donald.lee@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.)

Evidence-based intervention used for students with disabilities through TIER 1 instruction will be the Benchmark Advance Intervention component. Instructional practice will be facilitated by classroom and ESE facilitators daily. Reading Horizons program will be used for students struggling with Phonics. Based on PM1 data, ESE students will be administered the following interventions based on need; Heggerty, Quick Reads, Wordly Wise, iReady and Imagine Learning programs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students with disabilities will be provided with differentiated instruction targeted to the student's need and IEP goals. ESE support facilitators will provide push-in/pull-out services and small group instruction as aligned to IEP goals. We will ensure that classroom instruction for students with disabilities is properly and effectively implemented and aligned to BEST standards. All lesson plans will support student's IEP annual goals.

Tier of Evidence-based Intervention

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Additional push-in/pull out instructional ELA services.

Person Responsible: Thomas Short (thomas.short@browardschools.com)

By When: Daily/weekly based on IEP minutes.

2. Bi-weekly consultations with teachers and ESE Facilitator to ensure adequate progress.

Person Responsible: Thomas Short (thomas.short@browardschools.com)

By When: Bi-weekly

3. Extended Learning Opportunities provided to students with disabilities.

Person Responsible: Donald Lee (donald.lee@browardschools.com)

By When: Quarterly

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).

The role of the School Advisory Council (SAC) is to assist the principal with the development, monitoring the progress of the School Improvement Plan and of the school's Accountability Funds. Meeting agendas and minutes reflect documentation of these meetings.

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

All students are provided with the Florida Benchmark Advance curriculum as the Tier 1 instruction. Kindergarten students scored 66% proficiency on the STAR Early Literacy Assessment and Grade 1 65% proficiency in the STAR Reading Assessment. Based on the STAR Reading Assessment, our area

of focus will be on 2nd grade students who had only 45% of student proficient (score of at or above grade level). Students are provided with an intervention in small groups if they are not on track to pass the STAR Reading Assessment. Instructional Practices that will support our students are using graphic organizers, activating prior knowledge, incorporate technology, flexible small groups, visual aids, chunking, accountable talk, and scaffolding. Supplemental resources aligned with TIER support will include Reading Horizons, SIPPS, Heggerty, Quick Reads, Wordly Wise Vocabulary, and iReady and Imagine Learning Program.

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

Students in grades 3 (50% proficient), 4 (44% proficient), and grade 5 (41% proficient) in FAST ELA 2023, are the area of focus. There was a decrease in all intermediate grade levels in ELA. Last year we were an Intensive level of support school and this year Cresthaven is considered a Universal level of support school. Tier 1 instruction will be the Florida Benchmark Advance curriculum. Students are provided with an intervention in small groups if they are not on track to pass the FAST. Instructional Practices that will support our students are using graphic organizers, activating prior knowledge, incorporate technology, flexible small groups, visual aids, chunking, accountable talk, and scaffolding. Supplemental resources aligned with TIER support will include Reading Horizons, SIPPS, Heggerty, Quick Reads, Wordly Wise Vocabulary, and iReady and Imagine Learning Program.

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

Based on the 2023 STAR Reading Assessment, 46% of the students in grade 2 were at or above grade level. By June, 2024, 51% of the 2nd grade students will be at or above grade level as measured by the STAR Reading PM 3.

Grades 3-5 Measurable Outcomes

Based on 2023 FAST ELA, 45% of students were proficient in grades 3-5. By June 2024, students in grades 3, 4, and 5 will increase ELA proficiency to 51% or above.

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.

Teachers will analyze data in progress monitoring assessments, such as FAST and Benchmark Advance Unit tests. FAST PM1 data identifies student's baseline data. Both PM1 and PM2 data provides information about academic growth from the beginning, middle to the end of the year. Benchmark

advance Unit Assessments, which are administered monthly provide spiraled review of standards. i-Ready Diagnostic Assessment is administered 3 times a year and Growth Monitoring Checks are administered periodically to TIER 2 and TIER 3 students. FAST PM3 ELA Assessment is administered at the end of the school year to determine mastery of grade level content. Administration will conduct classroom walkthroughs and provide feedback to teachers. In addition, academic coaches will offer instructional strategy support to teachers as needed.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Lee, Donald, donald.lee@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?

Benchmark Advance Curriculum and i-Ready and Imagine Learning programs are aligned to the Florida BEST standards. Evidence based programs used for TIER 2 and 3 Interventions are Reading Horizons, SIPPS, Quick Reads, Heggerty. All programs are aligned to BEST standards and Broward’s K-12 Comprehensive Evidence-based Reading Plan.

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 Curriculum provides many opportunities for spiral support of all BEST Standards. i-Ready Diagnostic disaggregates data for teachers to build skill groups by areas of needs. Both programs are aligned to BEST standards and provide evidenced based interventions for all academic needs.

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
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The Literacy coach provides support to teachers based on data/areas of need through training, modeling and support. Curriculum maps are created to ensure teachers are exposing students to all grade level standards. Based on a needs assessment, extended learning opportunities for all grades are created, facilitated and monitored for fidelity and academic growth. Professional development is provided to teachers throughout the year according to areas of need and improvement as well as small "bites" of instruction that are offered bi-weekly and afterschool. The Literacy Coach attends trainings aligned to Science of Reading and facilitates learning opportunities for teachers to implement new pedagogy.

Addeo, Jamie,
jamieaddeo@browardschools.com

Teachers will analyze data in progress monitoring assessments, such as FAST and Benchmark Advance Unit Assessments. FAST PM1 data identifies student's baseline data. Both PM1 and PM2 data provides information about academic growth from the beginning, middle to the end of the year. Benchmark Advance Unit Assessments, which are administered monthly provide spiraled review of standards. i-Ready Diagnostic Assessment is administered 3 times a year and Growth Monitoring Checks are administered periodically to TIER 2 and TIER 3 students. FAST PM3 ELA Assessment is administered at the end of the school year to determine mastery of grade level content.

Lee, Donald,
donald.lee@browardschools.com

Professional Development allows teachers opportunities to develop the knowledge and skills needed to address students' learning needs. In collaboration with the leadership team, faculty, and staff members create a data driven professional development calendar based on the goals of the School Improvement Plan. The Professional Learning Communities are based on the teachers' needs and school-wide data. Cresthaven uses the district's Curriculum, Assessment, Remediation and Enrichment (CARE) cycle, which includes teacher participation in rich collaborative discussions centered on curriculum, student data, remediation strategies and enrichment opportunities. School-based professional development and professional learning communities are ongoing and provided throughout the school year.

Lee, Donald,
donald.lee@browardschools.com

Literacy Leadership facilitates collaborative opportunities that involves the administration, leadership team as well as teachers. These opportunities are accomplished through meetings such as Leadership Team, Team Leaders, Professional Learning Communities (PLC's), MTSS, Grade Level, and Faculty and Staff. Student data reviews are conducted by grade level, individual teacher and student. Through these collaborative sessions the leadership team and teachers build a school-wide instructional framework that is aligned with the BEST standards. The team and teachers implement Marzano's high yield instructional practices, administer assessment and effectively progress monitor to meet students' needs.

Lee, Donald,
donald.lee@browardschools.com

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.

Our School Advisory Committee meets on a monthly basis, which one way we provide updates to some of our stakeholders about the school's SIP. We host several Academic Nights, which we provide information about our SIP, academic programs, strategies support, and any pertinent information about student's education. During these ESOL Literacy Nights, we have individuals to provide translation in our major languages (Spanish, Haitian Creole, and Portuguese). Monthly newsletters, with pertinent information are distributed to all families virtually and paper-based. Another way we provide information to our stakeholders are through Parentlink, school's website and teacher's websites.

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))

Our school plans to build positive relationship with all stakeholders by hosting ESOL Family Nights and providing translators for parent teachers conferences in all the major languages represented in Cresthaven (Spanish, Haitain Creole, and Portuguese). The Family and Community Engagement (FACE) plan will be accessible through our school's website; www.browardschools.com/cresthaven.

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)

Our school plans to strengthen our academic program by affording Professional Development opportunities that our teachers and leaders will participate in all content areas, MTSS, data driven instruction and enrichment opportunities. Also, offering extended learning opportunities to students.

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))

Cresthaven Elementary implements and follows the Broward County Student Code of Code. At our school, we enforce the anti-bullying policies and teachers conduct lessons involving a violence prevention culture. Nutritional programs and health education are an integral part of Cresthaven Elementary specifically through our Physical Education classes and federal initiatives of the Food and Nutrition Department. Referrals are made to the school social worker or the school counselor when families are in need of housing or food. A survey to identify families need assistance at the beginning of the year.

Optional Component(s) of the Schoolwide Program Plan

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

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

At Cresthaven Elementary, the school counselor promotes and enhances achievement that ensures that every student receives school counseling services. The school counselor, teachers, and social worker, work together to identify students who could benefit from additional support, whether the student needs mental health services, economic services, or life skills support. The counseling program provides comprehensive counseling which are evidence based, that incorporate prevention and intervention with continuous academic, career, and personal development activities. The program promotes a positive school climate to improve the school's moral. These activities include individual counseling, group counseling, classroom lessons, school-wide initiatives, community initiatives, and services such as facilitating parent-teacher conferences and connecting students and families with additional resources.

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

Through our annual career day, we prepare our students and make them aware of the different career opportunities. During that day, we incorporate the help of the community and our parents to expose students to the different careers and the path that can be taken to obtain the careers. Throughout the school year, we discuss the difference between going to a four-year college and a technical school. Along with careers that are offered at technical schools, and the steps needed to be prepared to apply for college or a technical school, students are provided a foundation in planning for their future goals.

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

TIER 1 strategies include classroom behavior plans and implementation of CHAMPS strategies. Students that are not responding to TIER 1 behavior interventions, will be placed on individualized behavior plan as a TIER 2 intervention. The MTSS team will conduct observations and monitor students throughout TIER 2 intervention. During TIER 3 interventions, the MTSS will complete the Positive Behavior Intervention Plan (PBIP) and Functional Behavior Assessment (FBA) in order to intensify interventions. If more intensive support is needed, we contact the Behavior Program Specialist assign to our school.

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

Professional Development allows teachers opportunities to develop the knowledge and skills needed to address students' learning needs. In collaboration with the leadership team, faculty, and staff members create a data driven professional development calendar based on the goals of the School Improvement Plan. The Professional Learning Communities are based on the teachers' needs and school-wide data. Cresthaven uses the district's Curriculum, Assessment, Remediation and Enrichment (CARE) cycle, which includes teacher participation in rich collaborative discussions centered on curriculum, student data, remediation strategies and enrichment opportunities. School-based professional development and professional learning communities are ongoing and provided throughout the school year.

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

Cresthaven has six early childhood education programs, including two Head Start classes, three intensive Pre-K classes, and one specialized Pre-K class. Strategies to assist the transition from an early

childhood program to an elementary school program include having student practice Kindergarten routines (lining up, putting on backpacks, carry lunch on a tray, etc.). Open communication and relationship building between the teachers, students and their families are an essential part of the program. These relationships and communication create an inclusive and welcoming environment that help students and families with the transition to elementary school. We encourage our families to attend Kindergarten orientation and screenings to help the students with the transition. The teachers conduct vertical articulation meetings during the school year to ensure a smooth transition from Pre-K to Kindergarten.