Crest School

2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

Crest School

2600 S PANTHER PRIDE DR, Lecanto, FL 34461

https://crest.citrusschools.org/

School Board Approval

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

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.

Citrus Resource for Exceptional Students in Transition (CREST) is a special day school for students with disabilities. The mission of CREST is to provide an enriching special day school environment in which all students achieve. By addressing our students' unique educational needs, we facilitate successful integration into the community. Our belief is that all students can achieve regardless of their disability. Innovative programs, instruction, and curriculum are defining components of CREST. Opportunities for participation and integration into our community are integral components of our school.

Provide the school's vision statement.

The vision of CREST School is to lift our students to the highest level of achievement, develop a culture of mutual respect, provide a means of communication developing a voice, and transition students to become contributing members of our community.

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
Mulder, Lee	Principal	(1) Provide leadership in the continuous improvement of the total educational program in the school. (2) Manage and administer the overall instructional program of the school. (3) Manage and administer the overall activities of assessing and developing the instructional program of the school. (4) Provide leadership and facilitate the accreditation program at assigned school. (5) Involve others in the decision -making process and encourage teamwork, collaboration and partnerships including the student staffing process with principals. (6) Assume, as requested, a District-wide leadership role for an identified function, program, or service such as curriculum development, instructional technology, staff development, or custodial coordination. (7) Participate, as requested, in District-wide curriculum development and assume responsibility for the implementation of such programs when approved. (8) Participate, as requested, in the evaluation, selection and adoption of textbooks and other instructional materials. (9) Participate, as requested, in the development of the Districts student assessment program for the school. (10) Provide leadership, facilitate and oversee the wise use of personnel resources within the school. * (11) Serve as the liaison between the school and District-wide services available to assist the school in its mission. * (12) Manage the implementation and administration of negotiated employee contracts at the school level. * (13) Provide leadership and facilitate the development of long- and short-range instructional and facility needs. * (14) Manage and administer plant safety and facility inspections, including supervision of buildings and grounds. * (15) Manage and administer maintenance services for the school in such a manner that ensures safety, maximum life and use of the facility. * (16) Provide leadership for student discipline and implement disciplinary procedures and policies that ensure a safe and orderly environment. * (17) Facilitate, manage and supervise financial planning for the school, including the preparation of the school's budget. * (18) Manage and supervise the wise use of financial resources for the school. (19) Manage and administer purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. * (20) Oversee financial accounting to ensure judicious management of all school funds. * (21) Manage and supervise the preparation of financial reports for the school. (22) Manage and supervise student accounting and attendance procedures at the school. * (23) Coordinates with the Food Service Director to oversee and

Name	Position Title	Job Duties and Responsibilities
		supervise the school food service program. * (24) Serve as a liaison between the school and community and provide leadership for positive school / community relations.* (25) Serve as the liaison between the school and business community and provide leadership for the development of partnerships to benefit the school. * (26) Keep well informed about current trends in education. * (27) Keep well informed of policy, procedures, instructional programs, potential problems, and resolutions of existing problems.* (28) Keep staff informed of policy, procedures, instructional programs, potential problems and the resolution of existing problems. * (29) Keep Superintendent and appropriate District staff informed of problems and events of unusual nature. * (30) Oversee and maintain accountability for property inventory records and security of school property. * (31) Oversee the development of a master schedule for teachers. * (32) Provide leadership for and coordinate the supervision of extracurricular activities / events / programs. * (33) Approve and oversee school-sponsored activities and maintain a calendar for all school events. * (34) Provide for the articulation of the school's instructional program and services among school personnel and the community.* (35) Provide leadership for the school improvement and accountability process. * (36) Provide leadership for the development and maintenance of an environment that is conducive to teaching and learning. * (37) Assume all duties and responsibilities in Florida statutes. * (38) Provide leadership to ensure that appropriate staff development activities are available to meet staff needs in carrying out the school improvement plan. * (39) Supervise and coach assigned personnel, conduct annual performance appraisals and make recommendations for appropriate employment action. * (40) Coordinates with Executive Director of Support Services to supervise and oversee transportation services at the school.* (41) Establish procedures to be used in the event of a school crisis or civil disobedience and provide leadership in the event of such happenings. * (42) Implement School Board policy, State statutes and federal (43) Establish the job assignments for all school-site administrators and assess the school-site administrator's performance. * (44) Manage and supervise the school's student activity programs including selection of club sponsors. * (45) Maintain visibility and accessibility on the school campus.* (46) Participate in the development of the District strategic plan, District school calendar, District staffing plan and manpower plans. Manage and administer school functions relating to these items.*

Name	Position Title	Job Duties and Responsibilities
		(47) Assign and supervise school personnel in special (48) Attend school-related activities and events. * (49) Participate in leadership development activities;(50) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (51) Perform other incidental tasks consistent with the goals and objectives of this position.
Howard, Melanie	Assistant Principal	(1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/ or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production, of pre-planning materials. (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security

Name	Position Title	Job Duties and Responsibilities
		of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. * (36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. * (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Ear, Sean	Assistant Principal	(1) Provide assistance and feedback to school personnel. (2) Develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. * (3) Develop the master teaching schedule and assign teachers according to identified needs. * (4) Utilize current educational trends in the planning and preparation of the school instructional program. * (5) Interpret and enforce School Board policy, state statutes and federal regulations. * (6) Implement the accreditation program for the assigned school. * (7) Coordinate in the selection of textbooks, material and equipment needed

Name	Position Title	Job Duties and Responsibilities
		at the assigned school. * (8) Manage and administer the testing program for the school. * (9) Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. * (10) Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. * (11) Provide leadership in the event of school crisis and/ or civil disobedience. * (12) Provide leadership in the school improvement process. * (13) Administer and develop teacher duty rosters for the school. * (14) Provide supervision while maintaining visibility about the campus and classroom. * (15) Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school. * (16) Interpret and enforce the District's Code for Student Conduct. * (17) Supervise all facets of the registration process. * (18) Coordinate the production, of pre-planning materials. (19) Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. * (20) Comply with provisions of collective bargaining agreements. * (21) Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. * (22) Develop and maintain positive school/community relations and act as a liaison between school and community. * (23) Coordinate the school food service program as it relates to the special needs of the school. * (24) Maintain adequate property inventory records, key control and security of school property. * (25) Participate in the development of long-range facility needs at the assigned school. * (26) Coordinate plant safety and facility inspection at the school. * (27) Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. * (28) Coordinate the transportation services at the assigned school. * (29) Participate in the function of financial planning for the school, which may include assisting in the preparation of the school's budget. * (30) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. * (31) Supervise the function of student accounting at the school, as it pertains to funding and attendance. * (32) Manage and administer the attendance policy and procedures. * (33) Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. * (34) Coordinate data processing activities as assigned. * (35) Provide leadership for, and supervision of, extracurricular activity programs. *

Name	Position Title	Job Duties and Responsibilities
		(36) Participate in the administration of the school's athletic program. * (37) Assist in managing and supervising the student activity programs, including the selection of club (38) Approve school-sponsored activities and maintain a calendar of all school events. * (39) Assume responsibility of the school when Principal is absent from the building. * (40) Supervise and coach assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.* (41) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. * (42) Perform other incidental tasks consistent with the goals and objectives of this position.
Heinze, Paul	Staffing Specialist	Performs duties and assumes such responsibilities as requested by the Director of Exceptional Student Education such as: (1) Serve as the designee for the Director of Exceptional Student Education for conferences, eligibility, IEP revision and placement meetings.* (2) Maintain current knowledge and interpretation of Citrus County Special Programs and procedures, best practices, and other local, state, and national rules, regulations, policies and procedures.* (3) Serve as case manager for conferences, staffing's, IEP meetings, and other placement meetings; and maintains accurate legal records for compliance audits.* (4) Assist with coordinating the curriculum of Exceptional Student Education in the schools and interpreting students' needs for educational planning and placement.* (5) Maintain knowledge about strategies and interventions and make appropriate pre-referral recommendations.* (6) Provides in-service training for teachers and staff regarding ESE issues.* (7) Serve as a resource to administrators, counselors, and teachers regarding ESE issues.* (8) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (9) Perform other incidental tasks consistent with the goals and objectives of this position.
Malek, Mary	Instructional Coach	(1) Assist with the coordination and conducting of staff development activities. (2) Assist classroom teachers with developing and or presenting teaching strategies and instructional units and recommending materials and activities.* (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness. * (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. *

Name	Position Title	Job Duties and Responsibilities
		(5) Provide supportive services to parents, teachers, students, and administration. * (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate. * (7) Assist with planning, coordination, and implementation of special projects, programs, and events. * (8) Collect, submit, and maintain accurate financial and or informational reports or applications as requested. * (9) Keep professional skills and knowledge updated. * (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time.* (11) Perform other incidental tasks consistent with the goals and objectives of the position.
Thornburg, Eric	Behavior Specialist	(1) Assist with the coordination and conducting of staff development activities. * (2) Assist classroom teachers with developing and/or presenting teaching strategies and instructional units and recommending materials and activities.* (3) Assist with the process of previewing, selecting, and developing materials related to the program and its effectiveness. * (4) Assist with the development, presentation, and implementation of the curriculum instructional activities related to the program. * (5) Provide supportive services to parents, teachers, students, and administration. * (6) Promote community understanding of curriculum goals, objectives, and programs, and encourage community involvement wherever appropriate. (7) Assist with planning, coordination, and implementation of special projects, programs, and events. * (8) Collect, submit, and maintain accurate financial and/or informational reports or applications as requested. * (9) Keep professional skills and knowledge updated. * (10) Perform job responsibilities with sustained focus and attention to detail for extended periods of time. * (11) Perform other incidental tasks consistent with the goals and objectives of this position. (12) Assist with behavior management, de-escalation strategies, and direct intensive intervention with students. (13) Assist in developing a systematic schoolwide approach to behavior

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.

The CREST leadership team (consisting of administration and instructional staff) collaborates with a parent representative (CREST School Advisory Chair) and a school board member prior to the school year to analyze data, student progression, academic achievement, and develops a data driven plan for the upcoming school year. The parent, student, and staff survey data are used in the development of the School Improvement process. Additionally, notes compiled from the previous year's School Advisory Council are utilized in the development of the plan. School leadership team meets to review and finalize the plan.

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))

CREST team will hold a minimum of four School Advisory Council meetings throughout the year to review SIP progress. CREST leadership team will facilitate weekly department meetings to review academic performance and behavioral data. Instructional staff will engage in collaborative planning, data chats, and professional learning. Master schedule will reflect allotted time for common planning, both vertically and horizontally. CREST will host one curriculum showcase day per semester to increase parent and family engagement. Individual Education Plans, Behavior Intervention Plans, and parent/teacher conferences will provide opportunities for analysis and adjustment as needed.

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)	Combination School PK-12
Primary Service Type (per MSID File)	Special Education
2022-23 Title I School Status	No
2022-23 Minority Rate	25%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
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)* White Students (WHT)* Economically Disadvantaged Students (FRL)*
School Grades History	

*2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: MAINTAINING 2018-19: MAINTAINING 2017-18: MAINTAINING 2016-17: MAINTAINING
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	0	0	1	2	3	2	1	10	3	22
One or more suspensions	0	0	0	4	4	3	0	3	6	20
Course failure in English Language Arts (ELA)	0	0	0	4	2	2	0	1	8	17
Course failure in Math	0	0	0	0	0	0	0	0	1	1
Level 1 on statewide ELA assessment	0	0	0	1	4	0	2	1	10	18
Level 1 on statewide Math assessment	0	0	0	1	3	0	2	1	7	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	1	4	0	2	1	10	18

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	0	0	0	0	2	1	2	0	8	13

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	0	0	2	2	1	0	1	3	9
Students retained two or more times	0	0	0	0	1	0	0	0	1	2

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	0	0	1	3	2	5	1	9	3	53
One or more suspensions	0	0	1	2	1	2	1	7	0	20
Course failure in ELA	0	0	1	1	0	0	0	6	0	11
Course failure in Math	0	0	0	0	0	0	0	5	0	7
Level 1 on statewide ELA assessment	0	0	0	2	1	1	0	7	1	18
Level 1 on statewide Math assessment	0	0	0	1	1	1	0	9	1	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	3	0	0	0	0	0	6

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	0	1	4	1	2	1	12	1	31

The number of students identified retained:

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

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	0	0	1	3	2	5	1	9	3	24
One or more suspensions	0	0	1	2	1	2	1	7	0	14
Course failure in ELA	0	0	1	1	0	0	0	6	0	8
Course failure in Math	0	0	0	0	0	0	0	5	0	5
Level 1 on statewide ELA assessment	0	0	0	2	1	1	0	7	1	12
Level 1 on statewide Math assessment	0	0	0	1	1	1	0	9	1	13
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	3	3	0	0	0	0	0	6

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	0	1	4	1	2	1	12	1	22

The number of students identified retained:

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

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*	10	33	53	14	41	55	8		
ELA Learning Gains				27			21		
ELA Lowest 25th Percentile									
Math Achievement*	7	24	55	10	32	42	12		
Math Learning Gains				42			24		
Math Lowest 25th Percentile									
Science Achievement*	17	38	52	26	33	54	15		
Social Studies Achievement*	20	43	68	15	46	59	0		
Middle School Acceleration		50	70		42	51			
Graduation Rate		11	74		49	50			
College and Career Acceleration			53		52	70			
ELP Progress			55		33	70			

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)	CSI
OVERALL Federal Index – All Students	14
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	54
Total Components for the Federal Index	4
Percent Tested	90
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	22
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	134
Total Components for the Federal Index	6
Percent Tested	95
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	14	Yes	4	4
ELL				
AMI				
ASN				
BLK				
HSP	20	Yes	1	1
MUL				
PAC				
WHT	12	Yes	4	4

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%
FRL	12	Yes	4	4

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	22	Yes	3	3
ELL				
AMI				
ASN				
BLK				
HSP				
MUL				
PAC				
WHT	28	Yes	3	3
FRL	21	Yes	3	3

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	10			7			17	20				
SWD	11			7			17	20			4	
ELL												
AMI												
ASN												
BLK												
HSP				20							1	
MUL												

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
PAC												
WHT	8			6			14	21			4	
FRL	8			7			19	13			4	

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	14	27		10	42		26	15				
SWD	14	27		10	42		26	15				
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	17	24		14	52		31					
FRL	11	27		10	41		19	17				

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	8	21		12	24		15	0				
SWD	8	21		12	24		15	0				
ELL												
AMI												
ASN												
BLK												
HSP												
MUL												
PAC												
WHT	11	31		14	25		11					
FRL	9	23		13	26		16	0				

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
10	2023 - Spring	*	44%	*	50%	*
05	2023 - Spring	*	57%	*	54%	*
07	2023 - Spring	*	45%	*	47%	*
08	2023 - Spring	*	44%	*	47%	*
09	2023 - Spring	*	47%	*	48%	*
06	2023 - Spring	*	45%	*	47%	*
03	2023 - Spring	*	46%	*	50%	*

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	*	44%	*	54%	*
07	2023 - Spring	*	57%	*	48%	*
03	2023 - Spring	*	62%	*	59%	*
08	2023 - Spring	*	47%	*	55%	*
05	2023 - Spring	*	54%	*	55%	*

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	*	41%	*	44%	*
05	2023 - Spring	*	49%	*	51%	*

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	37%	*	50%	*

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	38%	*	48%	*

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	63%	*	63%	*

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	66%	*

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	*	62%	*	63%	*

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.

Reading is the lowest area of performance for all grade levels K-10. Students are struggling with language difficulties for many reasons. In the areas of reading our conclusion was derived from growth monitoring 3x a year, in addition to weekly progress monitoring. Star K-2 and F.A.S.T. 3-10 data shows limited growth, contributing factors include small sample sizes, the need for intensive interventions, and extreme student behaviors. All students that attend CREST must have an Individualized Education Plan, Behavior Intervention Plan, and a Functional Behavior Assessment indicating a need for more support.

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

Upon comparison of CREST school wide data for 2021-2022 to data for 2022-2023 the component showing the greatest decline is reading. This comparison contains a change in standards and standardized testing to measure the standards. Students arrive at CREST school with an average two-year learning gap.
Students are struggling with language difficulties for many reasons. In the areas of reading our conclusion was derived from growth monitoring 3x a year, in addition to weekly progress monitoring. Star

K-2 and F.A.S.T. 3-10 data shows limited growth, contributing factors include small sample sizes, the need for intensive interventions, and extreme student behaviors. All students that attend CREST must have an Individualized Education Plan, Behavior Intervention Plan, and a Functional Behavior Assessment indicating a need for more support.

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.

Upon comparison of CREST school wide data for 2021-2022 to data for 2022-2023 the component showing the greatest gap is reading. This comparison contains a change in standards and standardized testing to measure the standards. Students arrive at CREST school with an average two-year learning gap.
Students are struggling with language difficulties for many reasons. In the areas of reading our conclusion was derived from growth monitoring 3x a year, in addition to weekly progress monitoring. Star K-2 and F.A.S.T. 3-10 data shows limited growth, contributing factors include small sample sizes, the need for intensive interventions, and extreme student behaviors. All students that attend CREST must have an Individualized Education Plan, Behavior Intervention Plan, and a Functional Behavior Assessment indicating a need for more support.

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

The data component that showed the most improvement was math. Students worked with a new robust math curriculum, math interventions, and new BEST standards for math. iReady supplemental support also increased as a math intervention. The addition of highly qualified math instructional personnel providing direct instruction and interventions in the subject has contributed to an increase in student performance. This is a direct result of teacher retention and professional development.

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

Reflecting on the EWS data, reading continues to be a priority concern for CREST students. CREST students require the following for criteria. The provision of Specially Designed Instruction across multiple domains (Curriculum and Learning Environment, Social or Emotional Behavior, Independent Functioning, Health Care, and Communication) that is individualized, direct, and is provided daily 51% or more of the school day and the student requires a separate class setting and continuous assistance with learning activities including direct instruction, extensive accommodations and may include assistive technology, accessible instructional materials, and access to modified standards.

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

Reading
Behavior
Communication

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 Teacher Retention and Recruitment

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.

Many new teachers and new to the profession require support in effective classroom strategies to maximize student engagement and achievement.

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

Through collaborative planning with the focus on Harry Wong, The First Days of School book study and a robust T.I.P program that includes new teacher support, observation opportunities, and mentorship. New teachers will be provided the time and opportunity to grow professionally.

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

Data chats, walk-throughs and walk-through data, observations and feedback.

Person responsible for monitoring outcome:

Sean Ear (ears@citrusschools.org)

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 participate in weekly meetings sharing artifacts from classrooms designed to support Harry Wongs techniques for effective teaching. Teachers will have an opportunity to utilize best classroom management practices, designing lessons for student mastery, and creating positive expectations for all students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Compared to other models, Harry Wong's "First Days of School" has a proven larger effect-size when measured on teacher effectiveness and student achievement.

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.

Purchase the Harry Wong The First Days of School.
Disseminate books through media specialist.
Refer to books at weekly meetings (ongoing).
Books will be collected at the end of the year for re-use.

Person Responsible: Lee Mulder (mulderl@citrusschools.org)

By When: August 2023 -June 2024

#2. 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.

Reading is the lowest area of performance for all grade levels K-10. Students are struggling with language difficulties for many reasons. In the areas of reading our conclusion was derived from growth monitoring 3x a year, in addition to weekly progress monitoring. Star K-2 and FAST 3-10 data shows limited growth, contributing factors include small sample sizes, the need for intensive interventions, and extreme student behaviors. All students that attend CREST must have an Individualized Education Plan, Behavior Intervention Plan, and Functional Behavior Assessment indicating a need for more support.

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

CREST aims to see one level increase on the state-wide FAST assessment in ELA, and a 20 point increase on the iReady Diagnostic.

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

Data analysis of the three progress monitoring sessions through FAST assessment, and iReady diagnostic assessments.

Person responsible for monitoring outcome:

Lee Mulder (mulderl@citrusschools.org)

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.)

iReady, Sonday and UFLi will be utilized as intervention materials along with small group instruction and 1/1 instruction to meet the students differentiated needs.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Materials are district-approved and researched-based.

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.

Distribute intervention materials to teachers
Bi-monthly data chats (analysis)
Analyze progress monitoring (FAST) and iReady diagnostic data after each administration.
Ongoing teaching of student expectations to ensure highest student engagement in intervention activities/lessons.

Person Responsible: Mary Malek (malekm1@citrusschools.org)

By When: August 2023 - June 2024

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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).

</div>

CREST school received funding from the district ESE department to support interventions in reading with iReady, Sonday and the purchase of the Bridges to Strategic Reading book. In addition, the district ESE department purchased The First Days of School, How to be an Effective Teacher to promote a positive school culture and environment.