

CREST

School Improvement Plan 2018-2019

Mission/Vision: Citrus Resources for Exceptional Student 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 handicap. Innovative programs, instruction, and curriculum are defining components of CREST. Opportunities for participation and integration into our community are integral components of our school.

EQ: How can we improve instructional effectiveness and increase student achievement.

Areas of Focus:

1. Improve Student Engagement (5D Focus)
2. Structure Teach
3. Zones of Regulation

Action Steps		Evaluation	
Strategies/Steps	Measures of Progress		
Core Content Areas	<ol style="list-style-type: none"> 1. Schedule PD focusing on student engagement and the 5-D tool. <ol style="list-style-type: none"> a. Hold ongoing PD at each weekly department meetings. i. Core will discuss the progress of each department in weekly core meetings. ii. Staff will do a share out on strategies in their classroom that are effective and why. b. Establish, communicate and implement accountability process utilizing the 5-D tool. c. Utilize TOSAs in addition to administration to assist in classroom walk-throughs for 5-D tool, focusing on student engagement. d. New staff will be assigned a mentor teacher to assist in the process. 2. Review the 5-D tool with a focus on the indicators associated with student engagement. 3. Utilization of SuccessMaker and TeachTown as supplemental programs for increased student engagement and functional Structure Teach. 4. Expand the TIP program to include all initiatives, policies and procedures. 5. Schedule PD refresher for Structure Teach for all staff. <ol style="list-style-type: none"> a. Hold ongoing PD at each weekly department meetings. i. Core will discuss the progress of each department in weekly core meetings. 	<ul style="list-style-type: none"> • Walk-through Data <ul style="list-style-type: none"> o Monthly review of the walk-through data with the core team. o Quarterly review of the walk-through data with the whole staff. • Track data for student usage, accuracy and gains in SuccessMaker. <ul style="list-style-type: none"> o Monthly review of SuccessMaker for all staff. • Track data for student usage and sessions completed in TeachTown. <ul style="list-style-type: none"> o Monthly review of TeachTown. 	<ul style="list-style-type: none"> • 70% of student taking FSA ELA will maintain or increase their score. • 60% of students taking FSA Math will maintain or increase their score. • 60% of students taking FSA ELA will maintain or increase their score. • 50% of students taking FSA Math will maintain or increase their score.

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Action Steps		Evaluation
Strategies/Steps	Measures of Progress	
Core Content Areas (cont.)		

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Action Steps		Evaluation	
Strategies/Steps		Measures of Progress	
Behavior	<ol style="list-style-type: none"> 1. Core team modeling for positive student attention. <ol style="list-style-type: none"> a. Highlight positive student behaviors <ol style="list-style-type: none"> i. Student spotlights ii. Morning show segments 2. Use of Structure Teach model as classroom management system. <ol style="list-style-type: none"> a. Use of supplemental programs in rotations. b. Effective use of classroom environment for structure. 3. Schedule PD refresher for CREST PBS behavior system for all staff. <ol style="list-style-type: none"> a. Hold ongoing PD at each weekly department meetings. <ol style="list-style-type: none"> i. Core will discuss the progress of each department in weekly core meetings. ii. Staff will do a share out on strategies in their classroom that are effective and why. 	<ul style="list-style-type: none"> • Walk-through Data <ul style="list-style-type: none"> o Monthly review of the walk-through data with the core team. o Quarterly review of the walk-through data with the whole staff. • Track data for student usage, accuracy and gains in SuccessMaker. <ul style="list-style-type: none"> o Monthly review of SuccessMaker for all staff. • Track data of Major Infractions through Skyward. <ul style="list-style-type: none"> o Monthly review of the Skyward data. 	<ul style="list-style-type: none"> • Maintain or decrease the number of OSS days utilized.
Acceleration			

School Grades								
2010	2011	2012	2013	2014	2015	2016	2017	2018

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Early Warning System

Required for schools including any of grades K-8, pursuant to section 1001.42(18)(a)2., F.S

1. Describe the school's early warning system and provide a list of the early warning indicators used in the system. At a minimum, this list must include the following:

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts **or** mathematics
- iv. Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

1. Attendance is tracked and pulled by data secretary.
2. Suspensions are tracked by the data secretary and both behavior TOSAs.
3. Course failures are monitored by certified school counselor.
4. Scores are monitored by curriculum TOSA and Assistant Principal.

2. Provide the following data related to the school's early warning system:

- i. The number of students by grade level that exhibit each early warning indicator listed above
- ii. The number of students identified by the system as exhibiting two or more early warning indicators

Attendance	Suspension	Course Failure	Level 1	Two or More EWS Indicators
Grade 6				Grade 6
Grade 7				Grade 7
Grade 8				Grade 8

3. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district, PD provided in areas of need, iPad one to one initiative, curriculum supplements, team building, SuccessMaker, student pull out programs in media, SmartTable/Board activities, data days, mini-meetings, video modeling, structured teaching, curriculum days, weekly socials skills school-wide, community based instruction, implementation of the county adopted enrichment materials for all curriculum areas.

4. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Student incentives, staff incentives, PBS activities, parent awareness phone calls, letters and school messengers, high interest reading through internet based programs, promote school wide initiatives, peer and community volunteers, implementation of technology in the classrooms, augmentative communication devices, collaboration between different members of OT/PT/SLP and LATS teams, utilization of intense instruction in the resource room, implementation of reading strategies through the morning show, utilization of Tommy Lee in the classrooms, open door policy for staff and district, PD provided in areas of need, iPad one to one initiative, curriculum supplements, team building, SuccessMaker, student pull out programs in media, SmartTable/Board activities, data days, mini-meetings, video modeling, structured teaching, curriculum days, weekly socials skills school-wide, community based instruction, implementation of the county adopted enrichment materials for all curriculum areas.

5. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

All curriculum materials are district adopted and documented on the teachers lesson plans.

6. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

CREST is a center school for students with severe disabilities. Our belief is that all students can achieve regardless of their handicap. Innovative programs, instruction, and curriculum are defining components of CREST. Opportunities for participation and integration into our community are integral components of our school. 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.