

Brevard Public Schools

# Robert L. Stevenson Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Robert L. Stevenson Elementary School

1450 MARTIN BLVD, Merritt Island, FL 32952

<http://www.stevenson.brevard.k12.fl.us>

## Demographics

**Principal: Tiffiny Fleegeer A**

Start Date for this Principal: 7/1/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	23%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (84%) 2017-18: A (84%) 2016-17: A (89%) 2015-16: A (86%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Brevard County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

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## Robert L. Stevenson Elementary School

1450 MARTIN BLVD, Merritt Island, FL 32952

<http://www.stevenson.brevard.k12.fl.us>

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-6	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	16%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The school conducted a vision and mission workshop with all stakeholders over the course of 3 weeks in August 2020. The final vision and mission for the school was developed collaboratively and is as follows:

Mission - To inspire students to strive for excellence through a rigorous, academic and arts-integrated curriculum in a safe, equitable learning community.

#### **Provide the school's vision statement.**

Vision - Exemplify excellence in cognition, character, and creativity.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Fleeger, Tiffany	Principal	Mrs. Fleeger is the lead learner of Stevenson Elementary. She provides leadership that allows teachers to grow in their craft and supports a choice school learning environment to enrich the community. She believes that all students can learn and that all learners deserve enrichment opportunities. Mrs. Fleeger is a huge supporter of the arts and its integration into the RLS curriculum. She also has a strong interest in technology and how it can impact learning in the classroom when integrated into instruction. Mrs. Fleeger works collaboratively with all stakeholders to assess the needs of the school and implement improvement efforts. Mrs. Fleeger is dedicated to academic excellence, arts integration, community connectedness, and the growth of all individuals.
Vanderpool, Cindy	Assistant Principal	Mrs. Vanderpool's duties and responsibilities are to support teachers in curriculum and instruction. She is the liaison between district initiatives, directives, and classroom teachers. She communicates how the latest programs are tied to best practices and student achievement. She collaborates with teachers to evaluate student, class, and school data and develop instructional plans that lead to student successes.
Schoon, Angela	Instructional Coach	Ms. Schoon provides the direct connection between theory and practice through the modeling and coaching process. She is our MTSS coordinator and manages data through a variety of sources such as iReady, FSA, and Write Score. She shares her strong pedagogy with all stakeholders at Stevenson. She provides training for both teachers and parents as it relates to instructional programs.
Silva, Zaida	School Counselor	Mrs. Silva is also a manager of the MTSS process. She and Ms. Schoon work together facilitating Student Success Teams. She is also the manager and monitor of Social Emotional Learning at Stevenson making herself available to students and families who need support. She also provides lessons for classes in SEL. She handles all IPST meetings and links families to needed resources. She collaborates with families and teachers to determine the needs of the student and best strategies to use in supporting their needs.

### Demographic Information

#### Principal start date

Monday 7/1/2019, Tiffany Fleeger A

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*



**Total number of teacher positions allocated to the school**

35

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	23%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (84%) 2017-18: A (84%) 2016-17: A (89%) 2015-16: A (86%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems****Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	69	73	73	72	73	75	0	0	0	0	0	0	504
Attendance below 90 percent	9	4	6	9	3	4	3	0	0	0	0	0	0	38
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

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

#### Date this data was collected or last updated

Tuesday 7/7/2020

#### Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	71	72	74	72	75	60	0	0	0	0	0	0	493
Attendance below 90 percent	18	20	19	14	11	14	20	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4

#### The number of students with two or more early warning indicators:

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

#### The number of students identified as retainees:

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

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	71	72	74	72	75	60	0	0	0	0	0	0	493
Attendance below 90 percent	18	20	19	14	11	14	20	0	0	0	0	0	0	116
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	4	0	0	0	0	0	0	0	0	4

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

## Part II: Needs Assessment/Analysis

### School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	90%	62%	57%	95%	63%	55%
ELA Learning Gains	69%	60%	58%	78%	60%	57%
ELA Lowest 25th Percentile	77%	57%	53%	85%	52%	52%
Math Achievement	95%	63%	63%	99%	64%	61%
Math Learning Gains	86%	65%	62%	82%	62%	61%
Math Lowest 25th Percentile	87%	53%	51%	90%	52%	51%
Science Achievement	85%	57%	53%	94%	56%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	88%	64%	24%	58%	30%
	2018	92%	63%	29%	57%	35%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	85%	61%	24%	58%	27%
	2018	85%	57%	28%	56%	29%
Same Grade Comparison		0%				
Cohort Comparison		-7%				
05	2019	93%	60%	33%	56%	37%
	2018	85%	54%	31%	55%	30%
Same Grade Comparison		8%				
Cohort Comparison		8%				
06	2019	93%	60%	33%	54%	39%
	2018	94%	63%	31%	52%	42%
Same Grade Comparison		-1%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	93%	61%	32%	62%	31%
	2018	96%	62%	34%	62%	34%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	93%	64%	29%	64%	29%
	2018	95%	59%	36%	62%	33%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
05	2019	95%	60%	35%	60%	35%
	2018	97%	58%	39%	61%	36%
Same Grade Comparison		-2%				
Cohort Comparison		0%				
06	2019	97%	67%	30%	55%	42%
	2018	98%	68%	30%	52%	46%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-1%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	85%	56%	29%	53%	32%
	2018	88%	57%	31%	55%	33%
Same Grade Comparison		-3%				
Cohort Comparison						

### Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	89	75		100	88						
ASN	92			100							
HSP	97	66		94	86	90	70				
MUL	79	50		79	77						
WHT	90	71	81	97	87	95	86				
FRL	89	64	82	89	85	70	92				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	85	92		95	83						
ASN	90			100							
HSP	92	54		92	77		91				
MUL	85	59		93	88						
WHT	90	73	76	98	83	88	91				
FRL	85	77	83	98	82	80	80				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	94	64		100	67						
ASN	100			100							
HSP	95	76		95	84						
MUL	100	88		100	94						
WHT	94	77	85	99	80	89	94				
FRL	92	81	86	98	84	85					

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	84
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	589
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	88
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	96
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	84
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	71
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	87
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	82
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA Learning Gains and ELA Lowest 25% Learning Gains show the most opportunity for growth. Over the past years, these two areas have shown little to no improvement. A deeper dive into subgroup data reveals that Multi-racial students are far below the other subgroups when looking at ELA Learning Gains. In addition, 2020 iReady Reading Diagnostic 1 data indicates that 62% of students are starting the year on or above grade level. Whereas, in 2019 66% were on or above grade level. Although this is not a large discrepancy, we can attribute the gap to instructional losses due to the global pandemic in the Spring of 2020. Across the curriculum, a focus on complex text and tasks that are purposefully aligned to the standards is an opportunity for growth that will contribute to improved performance as Stevenson moves forward. Stevenson will conduct targeted professional

development to improve teaching practices in the areas of complex text, IPG, scaffolds, and task analysis.

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

The greatest decline from the prior year falls within the Multi-racial subgroup (13 students) for both ELA and Math. The ELA Learning Gains for SWD Subgroup also had a deep decline although there was an increase in overall performance. The use of complex text including scaffolds that build background knowledge for students of varying backgrounds will be needed in order to improve performance of students within this subgroup. Purposely planning arts-integrated units that not only expose, but take students deeper into grade level standards has a positive effect on student achievement. One can not simply lower expectations or grade level instruction to fill in gaps in learning. One must make grade level instruction accessible to students who may have gaps. Providing scaffolds so that students can interact with complex text and grade level standards is the primary way to support student success and accelerate learning. Small group instruction utilizing scaffolded questions from the Enhanced Standards Focus document is one more way students will be provided the supports needed to access complex text.

**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.**

Stevenson is well above the state average for each data point. A strong focus on standards and aligning instruction to those standards is a key factor in Stevenson's success. Integration of the Arts and providing enriching opportunities for students also contributes to student success. Continued focus on individual student needs in the areas of enrichment, scaffolded support, and intervention will need to remain a focus to ensure Stevenson continues to outperform the state in all areas.

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

Fifth Grade ELA scores showed the largest increase. Students were placed in homogeneous groups and one of the classes had a high number of struggling students in ELA. Because of this high need, administration worked with teachers to determine interventions and provide support through targeted weekly meetings regarding student data and providing the assistance of our ESE team. This was a concentrated effort to move these students forward in their areas of need. The grade level also had a class made up of GSP and high-achieving students that had targeted push-in services from our GSP teacher. One day a week a co-teaching model was used with the classroom teacher. Multiple enrichment opportunities were provided to students in the GSP class.

The strategies used in this grade level, specifically Data Informed Instructional Decision Making through the MTSS process and collaborative planning, were utilized school-wide during the 2019-2020 school year. With Covid-19, Stevenson does not have current FSA data. When looking at iReady growth as an alternate to FSA data, one can determine that, by applying these strategies school-wide, there is a positive correlation to increased student achievement. Students were on track to meet or exceed typical growth as indicated on the iReady Diagnostic in December 2019. The median percent progress towards Typical Growth was 67% after Diagnostic 2 in December. Based on 2018-2019 iReady growth data, our final diagnostic results in Spring 2020 would have surpassed expected growth when following that trend line.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Though not a subsection of EWS, there is concern regarding students returning either by E-learning or face-to-face from 4 months of distance learning as well as the summer slide that is a part of the normal educational sequence. Though our absentee rates are not as high this year, the highest



number of students who were below the 90% benchmark are found in Kindergarten and 3rd Grade, 3rd grade being part of the Five Benchmarks of the BPS Strategic Plan. An additional concern are 2nd and 3rd grade students that have below a 90% attendance rate. The reduction in absenteeism is due to efforts to share information in newsletters, progress reports, and by phone regarding attendance procedures and notifying parents of attendance concerns. Our students are also involved with the study and recognition of positive character traits which we celebrate on a monthly basis. The application of these traits helps to consider the development of the whole child. To continue this downward trend the guidance counselor and assistant principal will meet weekly regarding attendance concerns to determine where students are in the continuum of absence notifications. These meetings can help plan for possible strategies to improve attendance in each of the tiers-Tier 1, Tier 2, and Tier 3. The guidance counselor is critical to the process as students may need to be involved in the MTSS process.

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

1. Instructional Practices: Standard-Aligned Instruction and Tasks For All With Attention to All Students Making an Annual Learning Gain
2. Instructional Practices: Common Assessment and Standard-Aligned Assessment to Diagnose Next Steps in Student Learning Paths
3. Instructional Practices: Covid-19 Implications on academic and social-emotional growth
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to ELA**

ELA Learning Gains and ELA Learning Gains for the Lowest 25% have been identified as an opportunity for growth. 69% and 77% performance in these areas indicates that a year's worth of growth is not being achieved by all students. Classroom observation data from the first three quarters in the 2019-2020 school year also indicates that 79% of teachers are aligning instruction and tasks with the standards and 96% are utilizing Walk-to-Success Time for remediation. Only 28% however are utilizing targeted small group instruction within the content area to ensure student access to grade level standards and instruction. With the educational impact of Covid-19, increased need for quality, targeted instruction for students to meet grade level standards and fill in educational gaps is needed.

**Area of Focus Description and Rationale:**

Stevenson's focus continues to directly align to the District's Strategic Plan Strategy A1:S4 - Align school efforts with student needs as identified through comprehensive data analysis of the performance of all students, robust review of prevailing research, and amplification of strategies for Tier 1, Tier 2, and Tier 3 instruction.

Continuously improving instructional practices that support students in not only accessing grade level standards, but going beyond when appropriate, can be accomplished through standards aligned common assessments. This assists teachers in determining the information students need to know about the prioritized content and standards. Through data analysis, teachers can identify scaffolds to put in place to support students in accessing the rigorous curriculum. Research shows that the primary driver to comprehending grade-level texts is student's prior knowledge. Consistently engaging with grade-level materials and tasks, along with appropriate scaffolds, make successfully mastering standards achievable for students. Through this process of identifying critical prerequisite skills and content knowledge along with supporting students with appropriate scaffolds, students' learning can be accelerated and learning gains can be achieved more successfully.

**Measurable Outcome:**

100% of students in grades 3-6 will achieve an ELA learning gain on the 20-21 FSA. 100% of students will reach their Annual Typical Growth on the EOY iReady Diagnostic Assessment. Based on Brevard's Instructional Agreements, by the end of the 20-21 school year, 100% of teachers will utilize targeted small group instruction within the content area to ensure student accessibility of grade level standards as measured by Classroom Walk-Throughs.

**Person responsible for monitoring outcome:**

Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

**Evidence-based Strategy:**

A comprehensive approach to data analysis in regards to the performance of all students, identifying educational priorities for all students, and utilizing targeted strategies for Tier 1, Tier 2, and Tier 3 instruction will be utilized to accelerate learning for all Stevenson students.

**Rationale for Evidence-based Strategy:**

According to recent TNTP Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year, the primary focus to combat the negative educational impact due to the pandemic is to diagnose lost learning and accelerate student exposure to grade-appropriate work while providing "just in time" scaffolds. Research shows that the primary driver to comprehending grade-level texts is student prior knowledge. Consistently receiving grade-level materials and tasks, along with appropriate scaffolds, makes successfully mastering standards achievable for students. Through this process of identifying critical prerequisite skills and content knowledge along with supporting students

with appropriate scaffolds, students' learning can be accelerated and learning gains can be achieved more successfully.

Stevenson's previous BPIE Self-assessment also indicated that analyzing data to determine professional development needs in an effort to support instructional strategies for students with disabilities is an area for growth. Our action steps will directly address both student and teacher needs.

### Action Steps to Implement

#### Action Step Strategy: Collaborative Planning

Provide teachers with additional common planning time facilitated by a member of the leadership team to build arts-integrated, standard-aligned common assessments, lessons, and tasks. Dates will be determined and placed on the master calendar by the leadership team during pre-planning.

#### Leadership Responsibilities

- \* Arrange a schedule where common planning time is available on a regular basis
- \* Schedule and lead collaborative planning sessions 3 times per year
- \* Design a PLC agenda for teachers to utilize when meeting with their team to provide consistency across grade levels

#### Teacher Responsibilities

- \* Meet as a grade level team weekly to plan for instruction
- \* Attend collaborative planning sessions focused on priority standards and Tier 1 needs as identified through data analysis
- \* Identify and develop standards-aligned tasks and common assessments

#### Person

**Responsible** Tiffiny Fleeger (fleeger.tiffiny@brevardschools.org)

#### Action Step Strategy: Professional Development for Standards-Aligned Instructional Practices to Meet the Needs of All Learners

Arrange professional development opportunities throughout the course of the school year focused on complex text, scaffolds, arts-integration, Enhanced Standards Focused Documents/Pacing Guides, and task alignment

#### Leadership Team Responsibilities

- Principal Cabinet will be formed to assist in identifying PD needs and delivering targeted PD to staff
- \* Design and implement PDD, ERPDs, Vertical Team Meetings, and Faculty Meetings
- Support VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach Model Lessons
- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions
- \* I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- \* I-Ready Prerequisite Instructional Tools (Math)
- Instructional Rounds using IPG
- \* Provide Trainings on Instructional Strategies for Students with Disabilities: ESE Accommodations Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

#### Teacher Responsibilities

Participate in professional development opportunities throughout the course of the school year focused on complex text, scaffolds, arts-integration, Enhanced Standards Focused Documents, and task alignment

- PDD, ERPDs, Vertical Team Meetings, Faculty Meetings
- VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach Support
- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions
- \* I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)

\* I-Ready Prerequisite Instructional Tools (Math)

• Instructional Rounds using IPG

\* Instructional Strategies for Students with Disabilities: ESE Accommodations Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

**Person**

**Responsible** Cindy Vanderpool (vanderpool.cindy@brevardschools.org)

Action Step Strategy: Implementation of Standards Aligned Tasks Utilizing Complex Text and Scaffolds  
Leadership Team Responsibilities

\* Instructional monitoring, feedback, and coaching will occur based on student data trends and observation data. Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-aligned (whole and small group) instruction/tasks and scaffolds

Teacher Responsibilities

\* Teachers will plan whole and small group instruction focused on arts and content-integrated grade level standards. Scaffolds will be provided to continue to accelerate learning toward meeting the grade level standards.

• ATUs

• Enhanced Standard-Focus Documents

• Math Resources

• Social Studies Pacing Document/DBQ

• CSI Lessons

• Science Priority Units

• Text Sets

• Project Based Learning opportunities

• Ready Book Lessons

• Engage NY Units of Study

• LDC Modules

• Spalding Phonics Instruction

• 95% Group Phonemic Awareness/Phonics/Multi-syllabic Words Lessons

• Heggerty Lessons

• Write Score Lessons & the use of relating artistic composition processes in writing

\* Consistent usage of Tier 1, 2, and 3 vocabulary across all subject areas

\* Implement i-Ready Data Chats with students

\* I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)

\* I-Ready Prerequisite Instructional Tools (Math)

**Person**

**Responsible** Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Action Step Strategy: Monitoring Data

Leadership Team Responsibilities

\* Arrange weekly Student Success Team Meetings

\* Analyze student performance data at school, grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and Standards Mastery Assessments).

\* Utilize performance data to determine any unfinished learning and assist teachers in developing instructional plans accordingly (Tier 1, 2, and 3 instruction)

\* Review and monitor subgroup data to include SWD, Multi-Racial, Economically Disadvantaged, bottom quartile, and top quartile

\* Arrange team members to support teachers in analyzing student performance/behavioral data and monitoring students' progress in response to targeted instruction

\* Monitor attendance data and meet with families and teachers to provide interventions to support attendance

Teacher Responsibilities

- \* Attend weekly Student Success Team Meetings
- \* Identify students in the bottom quartile and top quartile
- \* Identify students in lowest performing subgroups
- \* Analyze student performance data at grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and Standards Mastery Assessments)
- \* Develop and follow instructional plans for unfinished learning as needed (whole and small group)
- \* Utilize data to make sound instructional decisions (Tier 1, 2, & 3)

**Person Responsible** Angela Schoon (schoon.angela@brevardschools.org)

#### Action Step Strategy: Prioritizing Interventions Strategically and Effectively

##### Leadership Team Responsibilities

- \* Provide a master schedule that has dedicated intervention time
- \* Arrange team members to support teachers in identifying student areas of need, prescribing interventions/enrichment, and monitoring students' progress in response to targeted instruction
- \* Utilize Cares Act Funding and Academic Support Funding to support students (before/after school) who are identified as needing more instruction and support to meet grade level standards

##### Teacher Responsibilities

- \* Collaborate to identify strategies and instructional plans that support student needs
- \* Deliver tiered interventions/enrichment opportunities with fidelity
- \* Monitor and report student progress
- \* Involve families in the process of supporting student success through parent conferences and school/grade level informational events
- \* Students needing Tier 3 level of instruction will be referred to the IPST to determine specialized strategies to implement. Weekly progress monitoring will occur by the team.

**Person Responsible** Zaida Silva (silva.zaida@brevardschools.org)

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**Due to Florida's legislative rules that require instruction in substance use and abuse, mental and emotional health, and social, emotional health and well-being we are targeting instruction in these areas to meet the vision of the BPS Strategic Plan (Objective A3). and to provide our students with a foundation for safe and positive learning, and to enhance our students' ability to succeed in school, careers, and life.**

**In addition to the role that SEL plays in our students' lives, we have also adopted Conscious Discipline school wide, grades K-6. Conscious Discipline helps to create a culture of inclusion, healing, and connection. This not only helps us to create a culture in which students can thrive, but it also meets the BPS objective of providing equitable supports in a safe learning environment for every student's social, emotional, and behavioral development.**

**We have planned for these varied trainings for students in the early months of school to ensure that students are taught and practice the skills provided so they are more likely to develop patterns of behavior and/or self-regulation at the beginning of the year. We found that in March, when we started distance learning, that many of the intermediate grades had decided to wait until after FSA to teach SEL. Our primary teachers, though not for the same reason, their instruction was limited to the completion of 1 or 2 lessons. To ensure that teachers did complete the necessary SEL lessons during the 2020-2021 school year, a list was created to identify all lessons in all areas. Each grade level would meet to discuss and determine a date for each lesson. The expectation was that they would be completed in the first grading period. These also included our SEL recovery lessons.**

**As a result of the provided training, teachers and administration formed a SEL committee that focused not only on the procedures for various aspects of our school but also how to develop those key areas of self-awareness, self-management, social Awareness, relationship skills, and responsible decision making. Conscious Discipline also helps our school to determine fair and equitable discipline policies and bullying prevention practices.**

**Our school guidance counselor has also created an SEL web page to assist parents in their understanding of what SEL entails and how we are meeting students needs in this area. She is also working to help students and teachers in the area of mindfulness and self-regulation. She meets with teachers once a month to provide support and strategies for self-reflection and stress reduction.**

**Teachers have created class nicknames such as Van Matre's Visionaries, Albright's Allstars, etc. to help students to feel connected to their teacher and classroom. Our SEL teacher group will dig deeper into aspects of Conscious Discipline that may include S.T.A.R. (Smile, Take a breath, And, Relax), connecting rituals, visual routines, job boards, class meetings, and behavior charts. Our goal is to empower students with the mental shifts and practical skills to develop a positive transformation in their and other's lives and to "Be the change we want to see in the world."**

**As a choice school dedicated to the Arts and academics, and in support of our newly adopted Mission Statement, we will continue to implement a rich, arts-integrated curriculum. Teachers on the Arts Team will be hosting professional development in the areas of art-integration and will be working closely with individual grade levels to develop and support classroom curriculum projects that integrate ELA, content, and arts' standards. Drawing relationships between the arts and core curriculum provide real world experiences, tap into student interests, and promote strong retention and achievement across the entire school curriculum.**

**Intermediate grade levels will continue to have arts elective choices (Drama, Band, Orchestra, STEAM, Script Writing, Yearbook, Set Production, Upcycling) to enhance their personal skills in the areas of the arts. Newly developed courses for eLearning students include Digital Drama, Yearbook, and Arts Production.**

**All students will continue to participate in Dance class weekly. Students will apply their learnings from the arts courses through seasonal productions featuring the performing arts.**



## Part IV: Positive Culture & Environment

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

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

All stakeholders participate in surveys annually to determine opportunities for growth. 19-20 School Year Survey results are:

Teacher Survey Areas for Growth:

I agree with the evaluation criteria used to evaluate my performance as a teacher.

The expectations for effective teaching are clearly defined at my school.

I have ready access to content experts with deep subject area knowledge to support my instructional planning.

At my school there are consistent expectations and consequences for student behavior.

My school has a diverse staff.

Teachers and staff at my school discuss how our own identities influence the way we interact with students.

Student Survey Results:

Compared to other participating elementary schools, Stevenson Elementary's highest rated themes were Culture

and Engagement. The lowest rated themes were Academic Rigor and Instructional Methods. Compared to other participating elementary schools, Stevenson Elementary's highest rated question within the key themes was:

Do you think your teacher wants you to work your hardest? (which is in the Engagement theme) and the lowest rated question within the key themes was:

Do you learn interesting things in class? (which is in the Academic Rigor theme)

Parent Survey Results indicate that parents feel welcomed and involved at Stevenson. They indicated that teachers communicate with them either weekly or monthly regarding their child's progress and they would prefer to attend fun family activities at the school. Math and Reading Strategies were also noted as events that would be preferable to attend and resources in these areas would be appreciated.

In a response to these surveys, multiple opportunities have been implemented this year. Teacher opportunities such as the Principal Cabinet, Equity Committee, and Grade Level Leads have been developed. A Student Executive Council has been created to seek input from the students regarding areas for growth and improvement. Informational nights, opportunities to provide input in the development of the vision and mission, and a Newsletter that includes specific grade level information, data, and at-home strategies have been developed to meet the needs identified by Stevenson families. The School Advisory Council, which also includes community business owners, meets monthly to review school business as well as participate in the school improvement process.

The Parent Volunteer Fundraising Organization (PVFO) continues to be a vital component in the day-to-day operations of the school. This group organizes and implements a variety of successful school and community events throughout the year for students, families, and staff. Not only do their events raise money for the school, but they also enhance the school culture and direction. Their fundraising efforts fully support

the dance and drama program and numerous other school needs, providing balance and equity to our newly revised vision and mission statements focusing on academics, character, and the arts.

#### Parent Family and Engagement Plan (PFEP) Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

### Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00