

Brevard Public Schools

Coquina Elementary School



2021-22 Schoolwide Improvement Plan

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Coquina Elementary School

850 KNOX MCRAE DR, Titusville, FL 32780

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

Demographics

Principal: Bla IR Lovelace B

Start Date for this Principal: 8/2/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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.

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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Coquina Elementary School

850 KNOX MCRAE DR, Titusville, FL 32780

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	46%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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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.

It is the mission of the Coquina Elementary School community to develop students that are thinkers, problem-solvers, and communicators. All will work to ensure maximum achievement in all academic areas for every students while providing structures to support social-emotional growth. (Reviewed 2021)

Provide the school's vision statement.

The Coquina Elementary School staff strives to be a collaborative, professional learning community that supports continuous student achievement. (Reviewed 2021)

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Lovelace, Blair	Principal	Supervise the operation and management of all activities and functions within the school setting. Provide leadership, delegate leadership responsibilities, and promote team decision making within the professional learning community of Coquina. Analyze performance data and current educational research to provide standards based instruction along with social emotional instruction support to all stakeholders. Gather feedback and input from students, staff members, parents and community members to make decisions that improve instructional delivery, student mastery of standards and the social well-being of the Coquina community. Create a school culture that values problem-solving, discussion and transparency to solve underlying barriers that may arise. Manage all aspects of a healthy campus through fiscal responsible decisions, campus safety measures, hiring new employees, retaining highly qualified teachers, and ensure a clean well-maintained campus. Monitor classroom instructional practices through observations, timely feedback and conversations to develop highly-qualified instructors.
Miner, Jami	Assistant Principal	Delivery of instructional guidance by providing research based curriculum materials, analyzing data while guiding instructional staff to understand and adapt instruction based on performance data, observing and providing feedback to improve instructional delivery. Assist classroom teachers when implementing school-wide initiatives and provide support to ensure all stakeholders consistently utilize instructional and social emotional curriculum. Oversee ESOL, scheduling and the mentor teacher program of new hires.
Worthington, Erica	Math Coach	Provide mathematics professional development to classroom teachers to address the needs of all learners. Conduct meetings that analyze data, create collaborate discussions that lead to instructional delivery of standards. Utilize the coaching cycle to observe and provide feedback to improve instruction. Provide input in the MTSS process to ensure fidelity of strategies used for at risk students.
Robb, Vanessa	Reading Coach	Provide English Language Arts professional development to instructional staff to address the needs of all learners. Facilitate discussions that analyze data and drive instructional delivery to meet the standards. Utilize the coaching cycle to observe and provide feedback to instructional staff. Provide input in the MTSS process to ensure fidelity of strategies for at risk students.
Stanton, Carissa	Science Coach	Provide science professional development to instructional staff. Facilitate conversations that utilize data to improve instructional delivery. Utilize the coaching cycle to observe and provide feedback for continuous improvement.

Demographic Information

Principal start date

Monday 8/2/2021, Bla IR Lovelace B

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.*

1

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.*

6

Total number of teacher positions allocated to the school

46

Total number of students enrolled at the school

536

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

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	71	88	55	68	69	75	69	0	0	0	0	0	0	495
Attendance below 90 percent	11	29	10	15	15	18	11	0	0	0	0	0	0	109
One or more suspensions	1	6	2	3	3	10	3	0	0	0	0	0	0	28
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	1	2	5	0	0	0	0	0	0	0	0	0	8
LEVEL 1 ON 2021 FSA ELA	0	0	0	7	17	23	13	0	0	0	0	0	0	60
LEVEL 1 ON 2021 FSA MATH	0	0	0	3	17	28	19	0	0	0	0	0	0	67

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	2	5	16	24	14	0	0	0	0	0	0	62

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	5	16	9	8	9	2	0	0	0	0	0	0	0	49
Students retained two or more times	0	0	0	3	3	3	0	0	0	0	0	0	0	9

Date this data was collected or last updated

Wednesday 9/1/2021

2020-21 - 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	58	67	56	79	60	62	63	0	0	0	0	0	0	445
Attendance below 90 percent	3	16	12	8	8	11	12	0	0	0	0	0	0	70
One or more suspensions	0	4	3	1	5	6	10	0	0	0	0	0	0	29
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	5	6	16	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	16	15	0	0	0	0	0	0	35

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	2	0	5	8	15	0	0	0	0	0	0	30

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	4	2	1	2	2	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

2020-21 - 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	58	67	56	79	60	62	63	0	0	0	0	0	0	445
Attendance below 90 percent	3	16	12	8	8	11	12	0	0	0	0	0	0	70
One or more suspensions	0	4	3	1	5	6	10	0	0	0	0	0	0	29
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	5	6	16	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	0	4	16	15	0	0	0	0	0	0	35

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	2	0	5	8	15	0	0	0	0	0	0	30

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	4	2	1	2	2	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	0	4	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	62%	57%	40%	60%	56%
ELA Learning Gains				51%	60%	58%	49%	54%	55%
ELA Lowest 25th Percentile				51%	57%	53%	44%	46%	48%
Math Achievement				42%	63%	63%	43%	62%	62%
Math Learning Gains				61%	65%	62%	59%	59%	59%
Math Lowest 25th Percentile				56%	53%	51%	36%	49%	47%
Science Achievement				35%	57%	53%	51%	57%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	53%	64%	-11%	58%	-5%
Cohort Comparison						
04	2021					
	2019	40%	61%	-21%	58%	-18%
Cohort Comparison		-53%				
05	2021					
	2019	43%	60%	-17%	56%	-13%
Cohort Comparison		-40%				
06	2021					
	2019	43%	60%	-17%	54%	-11%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	33%	61%	-28%	62%	-29%
Cohort Comparison						
04	2021					
	2019	45%	64%	-19%	64%	-19%
Cohort Comparison		-33%				
05	2021					
	2019	32%	60%	-28%	60%	-28%
Cohort Comparison		-45%				
06	2021					
	2019	60%	67%	-7%	55%	5%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	56%	-19%	53%	-16%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic Assessment

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	45	64
	Economically Disadvantaged	26	44	62
	Students With Disabilities	19	31	38
	English Language Learners	0	50	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	42	57
	Economically Disadvantaged	24	44	54
	Students With Disabilities	10	31	47
	English Language Learners	50	50	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	30	37
	Economically Disadvantaged	17	25	31
	Students With Disabilities	0	6	12
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	24	37
	Economically Disadvantaged	3	22	31
	Students With Disabilities	0	24	24
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	25	44
	Economically Disadvantaged	18	27	43
	Students With Disabilities	0	0	10
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	18	37
	Economically Disadvantaged	7	18	41
	Students With Disabilities	0	0	27
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41	54	67
	Economically Disadvantaged	39	51	65
	Students With Disabilities	17	25	17
	English Language Learners	33	33	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	34	57
	Economically Disadvantaged	8	32	54
	Students With Disabilities	8	8	31
	English Language Learners	0	0	50

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	37	47
	Economically Disadvantaged	29	35	51
	Students With Disabilities	13	18	33
	English Language Learners	0	0	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	24	39
	Economically Disadvantaged	6	20	35
	Students With Disabilities	9	9	14
	English Language Learners	0	100	100
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	n/a	n/a	n/a
	Economically Disadvantaged	n/a	n/a	n/a
	Students With Disabilities	n/a	n/a	n/a
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43	54	47
	Economically Disadvantaged	44	56	51
	Students With Disabilities	25	25	33
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	43	48
	Economically Disadvantaged	17	45	53
	Students With Disabilities	25	38	22
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	23	29	20	16	25	13	30				
BLK	41	33		20	29						
HSP	40	60		38	50		53				
MUL	39			33							
WHT	49	54	48	43	43	13	53				
FRL	45	59	56	38	45	19	53				
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	18	43	45	16	51	50	20				
BLK	37	37	36	39	66	77	38				
HSP	56	63		34	47						
MUL	57	35		48	65						
WHT	42	57	54	44	61	43	41				
FRL	42	54	53	37	58	54	35				
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	11	40	39	18	42	31					
BLK	33	44	50	30	50	36	18				
HSP	33	56		24	39						
MUL	53	74		47	59		58				
WHT	42	47	36	48	63	41	59				
FRL	37	45	42	39	56	35	47				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	304
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	36
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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%	
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

1. Coquina maintained 45% of students scoring 3+ Proficiency on 2021 FSA ELA in grades 3-6 with 52% of students in grades 5th and 6th making learning gains. We were able to maintain and not drop with unfinished learning.
2. However, Coquina 2021 FSA Math 3+ Proficiency decreased 5% along with a drop of 17% of students in grades 5th and 6th making learning gains. This drop indicates an emphasis of accelerated learning in mathematics to fill in gaps from unfinished learning.
3. 53% of Coquina's 5th grade students demonstrated 3+ Proficiency in science and improved 18% after a decline in 2019. This trend data indicates priority actions are working and will need to be continued in the 2021-22 school year.
4. Grade level progress monitoring data indicates a need for explicit instruction in grades K-2 to decrease the number of students entering third grade BGL. iReady data in ELA demonstrates 8% of first graders, 18% of second graders, and 38% of third graders are OGL in ELA. Current Fall iReady data in Math demonstrates 6% of first graders, 16% of second graders, and 17% of third graders are OGL in Mathematics. This trend data indicates a priority action is to improve instructional delivery in grades K-2.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

FSA Mathematics Data indicates 29% of third graders, 33% of fourth graders, 48% of fifth graders, and 35% of sixth graders scored 3+ Proficiency on 2021 FSA Math. Fifth grade students indicated an increase of knowledge of standards with cohort improvement from 33% 3+ Proficiency in third grade to 48% 3+ Proficiency in fifth grade. Grade level comparison data indicates 32% of fifth graders scored 3+ Proficiency on 2019 FSA Math while 48% of fifth graders scored 3+ Proficiency on 2021 FSA Math while sixth grade students decreased by both cohort and comparison data and third grade and fourth grade student's scores decreased by previous year comparison groups. Current iReady

data in Math demonstrates 6% of first graders, 16% of second graders, and 17% of third graders are OGL in Mathematics at the beginning of the year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

1. Contributing factors were loss of content instruction, not filling the gaps of loss instruction and lack of all teachers teaching the required curriculum with fidelity. Data collected from the grade 5 cohort indicates that high quality Tier 1 instruction can improve the number of students making learning gains and closing deficiency gaps. 2. New actions include targeted Tier 2 instruction to integrate gaps in learning prior to Tier I grade level level instruction. Additional, more frequent administrative observations in classrooms during math instruction to determine gaps in teacher knowledge and provide coaching assistance.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Statewide Science Assessment data indicates knowledge of NGSS in science was the area where Coquina had the most improvement. Achievement of 3+ Proficiency rose to 53% in 2021 from 35% in 2019. Coquina student scores were above the state overage and 2% points below the district average. This is a positive trend for Coquina.

What were the contributing factors to this improvement? What new actions did your school take in this area?

1. Instructional delivery was the action that was targeted during the 2020-21 school year and the results indicated an 18% increase in students achieving 3+ Proficiency. During the 2020-21 school year, targeted science coaching was in place for third grade teachers and fourth grade teachers along with fifth grade teachers. Students in grades 3-5 use the digital platform PENDA. This action helped with reinforcement and retention of content.
2. This action will continue into the 2021-22 school year and incorporate grades K-6 along with the use of PENDA.

What strategies will need to be implemented in order to accelerate learning?

All students will receive on grade level instruction and be assessed to determine missing content that can be targeted to meet the on-grade level standards.

1. Students will receive Tier 1 instruction utilizing approved Florida Instructional materials(Florida Benchmark Advance 2022 (K-5) and Florida Edition myPerspectives Florida (Grade 6) in ELA. (HB7011)
2. Tier 1 mathematics instruction will will continue through Eureka Math (K-5) and Big Ideas.
3. Gaps in student learning will be targeted with research evidenced based Tier 2 & 3 support from iReady which indicates promising evidence according to Evidence for ESSA and 95 Percent Group Inventions and Read Naturally in ELA instruction(HB7011).
4. A focus will be to improve "Number Sense" in all grade levels focusing on strategic skills of Numbers and Operations and accelerating learning with Zearn Math through teacher assigned lessons and progress monitoring to reteach lessons that are not mastered.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Professional development(PD) to ensure Florida Benchmark Advance 2022 (HB7011) is utilized with fidelity. During pre-planning staff members received training on the new program. Program monitoring by administration and Literacy Coach to determine components of support teachers need.

Specific needs PD for a teacher or grade level team will be provided by Literacy Coach.

2. PD to utilize i-Ready (HB7011) to target ESSA categories and close gaps for all students. September training scheduled.

3. The Literacy Coach will complete monthly training to review data and demonstrate how to find gaps students have in learning. PD will continue throughout the year with actual teacher data to monitor progress and make data informed decisions bi-monthly.

4. Scheduled PD with iReady consultant with teachers to reinforce the tools offered through the digital platform and how to insert lessons prior to instruction in Tier 1.

5. PD to implement 95 Percent Group (HB7011) Interventions will be delivered to all new teachers in September by the Literacy Coach. Eureka PD will be provided to all new teachers in August by the Math Coach. Literacy Coach and interventionist will attend PD in October from the district ELA Staff on Read Naturally(HB7011) to explicitly target foundational skills. The Literacy Coach will provide specific training to teachers needing to utilize Read Naturally(HB7011) for Tier 2 intervention as needed.

6. PD will be delivered monthly during scheduled grade level math meetings. This will include current trend data that is determined from Eureka End of Module assessments and iReady data.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Support development of foundational skills in grades kindergarten through second. K-2 teachers have 95 Percent Group (HB7011)(T) materials to utilize to fill in unfinished learning with foundational skills in ELA.

2. Funds will be used to purchase social emotion supports for Conscious Discipline to improve self-regulation in grade K-2 and create self-awareness.(T)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

ELA Level 3+ Proficiency

1. The proficiency rates of students 3+ Proficiency as indicated on FSA-ELA in grades 4-6 remain stagnant from 2018-19 to 2020-21. Grade 6 improved by 1% point(43%-44%), grade 5 remained the same(43%), grade 4 improved by 2% points(40%-42%). FSA-ELA data for grade 3 showed a decrease of 3+ Proficiency performance with a drop of 7% percentage points(53%-46%).

2. Progress Monitoring data (iReady, HB7011, RAISE) indicates and supports the trend of a decline of OGL performance for early literacy with returning Coquina students maintaining mastery of learned content and application skills. iReady diagnostic data (HB7011, RAISE) indicated a sharp regression of student mastery of phonemic awareness, phonics, high frequency words, vocabulary and comprehension.

Returning Coquina kindergarten students currently in first grade dropped from 64% OGL during the Spring 2021 iReady diagnostic to 7% on the Fall 2021. Running Records support this trend.

Area of Focus Description and Rationale:

Second grade students dropped from 37% OGL during the Spring 2021 iReady diagnostic to 20% on the Fall 2021. The Scholastic Reading Inventory(SRI) data supports this trend with 14% of students indicating proficiency within the grade level Lexile range.

Third grade students did not demonstrate the significant drop but dropped 4% points from 44% OGL during the Spring 2021 iReady diagnostic to 40% OGL on the Fall 2021 iReady diagnostic. SRI data supports this trend with 33% of students indicating proficiency within the grade level Lexile range.

Further analysis reveals a weakness in vocabulary acquisition for K-6 students based on Fall iReady diagnostic data(HB7011, RAISE). The following percentage of students OGL in vocabulary. First graders-21%, second graders-18%, third graders-33%, fourth graders-28%, fifth graders-31%, sixth graders-47%.

These skill deficits must be addressed in Tier 1 instruction and utilization of Florida Benchmark Advance 2022 while accelerating students with mini pre-teach lessons utilizing 95 Percent Groups materials(HB7011, RAISE).

As a result of implementation of evidence based-strategies and curriculum, Florida Benchmark Advance, 2022, iReady, and The 95 Percent Group interventions (HB7011, RAISE), Coquina will increase grade level proficiency on state-wide FSA ELA assessments in grade 3-6 and iReady Spring Diagnostic for grades K-2.

Measurable Outcome:

Grade K - 64% to 69% OGL iReady Diagnostic

Grade 1 - 37% to 47% OGL iReady Diagnostic

Grade 2 - 44% to 54% OGL iReady Diagnostic

Grade 3 - 46% to 56% OGL 2021 FSA ELA

Grade 4 - 42% to 52% OGL 2021 FSA ELA

Grade 5 - 43% to 53% OGL 2021 FSA ELA

Grade 6 - 44% to 54% OGL 2021 FSA ELA

Targeted acceleration, through iReady lessons, Read Naturally and 95 Percent Group (HB7011, RAISE) will be provided to underperforming ESSA groupings of blacks students, multi-racial students and students with disabilities.

Monitoring:

Monthly ELA data meetings will be held with grade level teachers, literacy coach, and administration to monitor student progress and ensure implementation of evidence-based strategies and curriculum. Classroom walk throughs by administration and literacy coach will be implemented frequently to ensure practices are consistent with BPS pacing guides and decision tree as outlined in BPS Literacy Plan. MTSS meetings will be held monthly to monitor Tier 2 & 3 students and intervention effectiveness.

Person responsible for monitoring outcome:

Blair Lovelace (lovelace.blair@brevardschools.org)

Evidence-based Strategy:

1. Comprehensive instructional program for teachers (effect size .72), Deliberate practice(effect size .79)
Implementation of BPS adopted Tier 1 Core ELA Curriculum Florida Benchmark Advance, 2022 (K-5) & Florida Edition myPerspectives Florida, 2022 (6th) (HB7011, RAISE)
2. MTSS/Rtl (effect size 1.29) Interventions for students with learning needs (effect size .77) Vocabulary Programs (effect size .62)
Implementation of iReady instructional tools, 95 Percent Group interventions, and Read Naturally interventions.(HB7011, RAISE)

Rationale for Evidence-based Strategy:

INSIGHT data from Winter 2020 indicated that 61% Coquina teachers used the adopted curriculum rather than materials they found or created. 52%of Coquina teachers indicated they had dedicated time to analyze student work or assessments to plan for future instruction based on student performance.
Based on teacher input and student performance in ELA learning gains(52%) and Lowest 25% ELA learning gains (50%), implementation of a cohesive adopted Tier 1 Core Curriculum(HB7011, RAISE) and opportunities to examine analyze student work to plan for future instruction will impact instructional delivery and student achievement. These Tier 2 & 3 evidence-based curriculums, iReady and 95 Percent Group(HB7011, RAISE) have already had impact on student achievement based on 2021 ELA FSA data. Implementation of the core ELA curriculum and deliberate practice to analyze student assessments (Benchmark Advance/BPS District Assessments) to prepare for instruction and remediation will be an evidence-based practice to effect student achievement.

Action Steps to Implement

Provide professional development(PD), coaching, modeling, collaborative planning and progress monitoring data analysis to all instructional staff using Florida Benchmark Advance Grades K-5, 2022 and myPerspectives Florida ELA Grade 6, 2022. (HB7011, RAISE)

Literacy Coach, TOA and AP provided 2 days of PD on July 27& 30, 2021.
District provided PD on August 5, 2021.
Monthly PD with literacy coach scheduled, September 1, October 27, December 8, January 19, February 16, March 23, April 20, May 18.
Ongoing PD based on teacher and/or grade level needs.

Person Responsible

Vanessa Robb (robb.vanessa@brevardschools.org)

Provide PD to all instructional staff on i-Ready, Grades (K-6). September 24, 2021.
Monitor use of iReady and instructional teaching of iReady toolbox.(HB7011, RAISE)
Provide on-going PD as needed to ensure fidelity of implementation.

Person Responsible

Vanessa Robb (robb.vanessa@brevardschools.org)

Provide PD to all instructional staff on 95 Percent Group and Read Naturally, Grades (K-6).
September and October with new teachers and teachers needing support.

Person Responsible Vanessa Robb (robb.vanessa@brevardschools.org)

Monitor weekly assessment data of Benchmark Advance formative assessments and provide support to all teachers to implement with fidelity. September 2021-May 2022.(RAISE)

Person Responsible Vanessa Robb (robb.vanessa@brevardschools.org)

Facilitate collaborate conversations in MTSS/Rtl meetings.

Person Responsible Vanessa Robb (robb.vanessa@brevardschools.org)

Utilize the coaching cycle with new instructional staff or staff members struggling to implement Benchmark Advance, Core Tier 1 curriculum.(RAISE)

Person Responsible Vanessa Robb (robb.vanessa@brevardschools.org)

Academic Support Program (ASP) funds will be utilized to provide targeted interventions for acceleration with 18 identified BGL third graders.
Hire ASP teacher with Reading Endorsement.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Support interventions with highly qualified reading endorsed teacher to deliver Tier 2 & 3 interventions in grades K-6.

Hire Reading Interventionist with Title I funds. (T) Hire MTSS Coach/Interventionist with Title I funds. (T)(.500)

Hire part-time certified teacher to support Tier 2 & 3 interventions in grade 3. (ASP) August 2021.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Utilize Title I funds for materials and supplies needed to implement Florida Benchmark Advance Grades K-5, 2022 and myPerspectives Florida ELA Grade 6, 2022. (HB7011, RAISE) with fidelity. (T) Quarterly purchases.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Purchase technology resources including interactive whiteboards, laptops, charging stations to provide systematic use of iredy instruction and Florida Benchmark Advance Grades K-5, 2022 and myPerspectives Florida ELA Grade 6, 2022. (HB7011, RAISE) implementation. (T) Additional software to supplement reading instruction. (T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Plan parent engagement opportunities to support literacy development and understanding of the BEST standards. (T)

Person Responsible Vanessa Robb (robb.vanessa@brevardschools.org)

Design and schedule within the master schedule time to maximize staff implementation of Tier 2 & 3 interventions in ELA.
August 2021

Person Responsible Jami Miner (miner.jami@brevardschools.org)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

Mathematics Level 3+ Proficiency

1. The rates of students 3+ Proficiency as indicated on FSA-Math in grades 3rd, 4th and 6th declined from 2018-19 to 2020-21. 37% of students at Coquina are proficient in Math based on 2021 FSA Math Achievement data indicating a 5% decline in understanding Florida Standards. The 5th grade cohort improved 3+ Proficiency level significantly moving from 33% OGL to 48% OGL while the 6th grade cohort declined in 3+ Proficiency achievement from 45%OGL to 35%OGL.
2. Only 10% of current Coquina students with disabilities(SWD) demonstrated knowledge of the Florida Standards with scoring a 3+Proficiency level.
3. 2020-21 data also indicated that scores of our Grade 5 Coquina students improved 15% on FSA-math with explicit instruction using Eureka Math. Beginning of the Year iReady diagnostic data 22% of Coquina current 3rd-6th grade students have mastered previous year Florida Standards.

Administrator observations and walkthroughs indicated that when Eureka Math(K-5) and Big Ideas (6) is implemented with fidelity students develop understanding of Florida Standards. Focus must be on delivery of Tier 1 core instruction with fidelity along with accelerating learning with missed content from extended unfinished learning.

Measurable Outcome:

As a result of implementation of Eureka Math and Big Ideas along with iReady math personalized instruction, Coquina will increase grade level proficiency on state-wide FSA ELA assessments in grade 3-6 and iReady Spring Diagnostic for grades K-2.

- Grade K - 57% to 62% OGL iReady Diagnostic
- Grade 1 - 37% to 50% OGL iReady Diagnostic
- Grade 2 - 37% to 50% OGL iReady Diagnostic
- Grade 3 - 29% to 45% OGL 2021 FSA ELA
- Grade 4 - 33% to 43% OGL 2021 FSA ELA
- Grade 5 - 48% to 54% OGL 2021 FSA ELA
- Grade 6 - 35% to 50% OGL 2021 FSA ELA

Targeted acceleration, will be provided underperforming ESSA groupings of blacks students, multiracial students and students with disabilities to increase learning gains.

Monitoring:

Eureka End of Module Assessments along with i-Ready diagnostic assessments and lesson pass rates will be monitored to ensure mastery of grade level standards.

Person responsible for monitoring outcome:

Erica Worthington (worthington.eric@brevardschools.org)

Evidence-based Strategy:

1. Deliberate practice. (effect size .79) utilizing explicit, systematic instruction using Eureka curriculum.(K-5) and Big Ideas(6th)
2. i-Ready is supported by Promising Evidence according to Evidence for ESSA. This progress monitoring tool will guide Coquina instructional staff monitor and support efforts to accelerate growth and grade-level learning. Utilizing these tools will provide rigorous and motivating reading instruction that personalizes and provides scaffolded support that meets the needs of all students that monitors and adjusts to provide precise instructional guided by i-Ready instruction.

Rationale for Evidence-

1. The IRIS Center at Vanderbilt University documents Explicit, systematic instruction as a high yield strategy when taught in mathematics. The strategy is shown to be effective across all grade levels and for diverse groups of students, including students with disabilities and ELLs.

based Strategy: 2. i-Ready is supported by Promising Evidence according to Evidence for ESSA. This approach helps educators accelerate growth and grade level learning.

Action Steps to Implement

Provide Professional Development to all instructional staff on Eureka Math.
 August 3, 2021 - Provide Eureka professional development to newly hired teachers.
 Monthly on-going training as units are introduced.

Person Responsible Erica Worthington (worthington.eric@brevardschools.org)

Provide Professional Development to all instructional staff on i-Ready Math acceleration. - September 15, 2021

Person Responsible Erica Worthington (worthington.eric@brevardschools.org)

Analyze data and progress with grade level teams bi-monthly through Math Grade Level Meetings and MTSS.
 August 25th, October 20th, November 17th, January 12th, February 9th, April 13th, May 11th.

Person Responsible Erica Worthington (worthington.eric@brevardschools.org)

Implement collaborative planning to ensure understanding and instructional delivery of Eureka (K-5) and Big Ideas(Grade 6).
 Planning to include data retrieved from lesson pass rates on i-Ready assigned lessons.
 Friday rotation of grade levels. Highly specific training to fourth grade team with weekly collaborative planning.

Person Responsible Erica Worthington (worthington.eric@brevardschools.org)

Utilize the coaching cycle with new instructional staff or staff members struggling to implement Eureka or i-Ready.

Person Responsible Erica Worthington (worthington.eric@brevardschools.org)

Administration observations of math instructional to ensure explicit, systematic instruction is being implement by all staff members.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Purchase materials and supplies needed to deliver explicit, systematic instruction. (T)
 Purchase Eureka Navigator licenses for teachers to support Tier 1 instruction. (T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Hire mathematics intervention assistant. (Instructional Assistant) to support Tier 2 students. (T)
 Hire mathematics interventionist (.500) to support Tier 2 & 3 students.(T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	Science Level 3+ Proficiency Coquina improved science 3+ proficiency level 18% from the 2019 to 2021 assessments. Factors that impacted the improvement were the number of students reading OGL, standards aligned instruction and the supplement of PENDA software. Students scoring 3+ proficiency level on the FSA ELA in fourth grade in 2021 was 42%. This factor will need to be addressed along with standards aligned instruction.
Measurable Outcome:	As a result of implementation of standards based science instruction, Coquina will maintain 53% of students demonstrating 3+ proficiency level on the Florida Statewide Science Assessment.
Monitoring:	Utilizing Brevard Public Schools district created assessments along with PENDA activity mastery reports.
Person responsible for monitoring outcome:	Carissa Stanton (stanton.carissa@brevardschools.org)
Evidence-based Strategy:	Standards based instruction utilizing the 5E Science Inquiry Model.
Rationale for Evidence-based Strategy:	The 5E Instructional Model is incorporated into the BPS science instructional delivery guide. Research has found that this evidence-based strategy provides flexible learning to create a constructivist, reform-based inquiry model. It further provides a science learning cycle based on evidence to support thinking.

Action Steps to Implement

Hire science instructional coach to (T) support grades K-6 science teachers.

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Purchase supplemental materials, supplies and software to support hands on science instruction.(T) i.e. Gizmos (T)

Person Responsible Blair Lovelace (lovelace.blair@brevardschools.org)

Schedule monthly grade level science meetings to analyze data and create lesson plans to deliver standards based science instruction.

Person Responsible Carissa Stanton (stanton.carissa@brevardschools.org)

Provide modeling, coaching and feedback to K-6 grade teachers in the area of science.

Person Responsible Carissa Stanton (stanton.carissa@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Coquina's trend data for out of school suspensions per 100 students is 7.9 compared to the .70 BPS district average and 3.9 FL state average. Schools in the neighboring areas have rates of 12.4, 10.3, 17.7, 14.6 and 2.3 per 100 students. This data provides evidence that Coquina along with neighboring Titusville elementary schools have a high proportion of out of school suspensions when compared to district and state data. The primary concern for students is self-regulation. Coquina students struggle to de-escalate when frustrated and act out through elopement and aggression. Steps implemented to improve school culture are Zones of Regulation instruction, Conscious Discipline professional development for staff (T), and implementing PBIS strategies with fidelity. Coquina is also in partnership with Eckerd Connects to provide socio-emotional instruction and support to students in grades 3-6.

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.

Coquina works diligently with the School Advisory Committee, local business partners, parents and students to create an environment that supports all learners while providing the academic rigor to prepare students for the future workforce.

The January 2021 Youth Truth student survey indicated improvement in 4 of the 5 previous year indicators. School culture positive ratings increase 18% from the 2020 survey. Emphasis for the 2020-21 school year on Zones of Regulation helped identify and open dialogue among students and teachers on noticing emotion and practices to de-escalate before moving forward. Zones tie to our PBIS schoolwide expectations of PAWS, Positive Attitude, Always Respectful, Working Together and Self-Control.(T) Emphasis for the 2021-22 schoolyear will be to deepen the understanding through professional development and implementation of strategies with Conscious Discipline.(T) One of our weaknesses found in the Youth Truth survey was Belonging. Continued work to build relations within the community circle and Restorative Practices will be a focus for staff.

The January 2021 EDI INSIGHT Survey teacher input indicated a sharp decrease in Peer Culture with a 1.2 decrease in a three year time frame. The lowest rated score was for low tolerance of ineffective teaching at my school. Coquina will continue to provide observational data feedback to instructional staff and have conversations on methods to improve instruction. Coquina also employs three instructional coaches (Literacy, Math & Science(T)) to support teacher development.

The 2020-21 Parent Survey data indicated a high need to provide more training and communication with

FOCUS, a BPS system used to communicate academic data to parents. Even though Coquina utilizes FOCUS, 50% of parents indicated they never use FOCUS to view student progress. Strategic efforts will be implemented to provide training on how to use FOCUS in addition to phone calls, text messages, conferences, daily folders and student planners(T).

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Blair Lovelace, Principal

To support and guide school improvement initiatives based on SAC feedback, parent survey data, Youth Truth student data and INSIGHT teacher data.

Jami Miner, Assistant Principal

To provide training and supports to teachers, families and students that increase awareness of socio-emotional barriers and track interventions to assist on development of self-regulation.

Karen Strickland, Guidance Counselor

To provide socio-emotional supports to students and parents and assist in finding local resources to help families in crisis.

Carissa Stanton and Phyllis Thibideau, SAC Co-Chairs

To gather community, parent and teacher data to make informed decisions to guide school improvement.

Carissa Stanton, PBIS facilitator & Title I Parent Engagement Lead

To promote initiatives that celebrate students demonstrating positive behavior. To provide training and resources to parents to assist in their child's education.

TBA- Eckerd Connects Counselor

To provide socio-emotional lessons to students in grades 3rd-6th and conduct counseling sessions.

Coquina Staff

To learn socio-emotional best practices and assist in identifying students at risk and supporting plans to help the student.

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
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
Total:			\$0.00