Brevard Public Schools

Saturn Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 13

Planning for Improvement 22

Positive Culture & Environment 31

Budget to Support Goals 0

Saturn Elementary School

880 N RANGE RD, Cocoa, FL 32926

http://www.saturn.brevard.k12.fl.us

Demographics

Principal: Kori Hurst L

Start Date for this Principal: 1/6/2020

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* English Language Learners* Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (52%) 2016-17: B (57%)
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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 13

Planning for Improvement 22

Title I Requirements 0

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http://www.saturn.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	65%

School Grades History

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

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

To provide a safe and supportive community where ALL will achieve personal growth (Developed by stakeholders August 2021)

Provide the school's vision statement.

To empower productive lifelong learners. (Developed by stakeholders August 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
Hurst, Kori	Principal	As the instructional leader, I assure that the district adopted curriculum is implemented with fidelity across all classrooms, and the components of the Vision for Excellent Instruction are being demonstrated by all teachers to provide equitable learning for all students. I monitor the schoolwide data and make changes to instructional related processes and structures based on its outcome. I maintain a school environment where all students are safe and there is a focus on learning. Throughout the school year, I provide teachers with feedback and the support needed to grow and develop in their pedogeological abilities.
Cochran, Cheree	Assistant Principal	The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. He will communicate and lead professional development related to the "Vision of Excellent Instruction" school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plan and activities. Maintain high visibility within all areas of the campus and in all classrooms. Assist teachers in organizing classrooms for effective teaching. Develop and manage positive behavior support systems and collaborate with principal, teachers and families. The ability to work cooperatively and collaboratively with staff members, parents, students and the public. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. Provide professional development for teachers through related to developing a strong classroom culture, effective expectations and procedures to allow to effect classroom management. Establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. Responsible for timely and accurate information they maintain and disseminate as part of their job responsibilities including district and state assessments, student attendance and other duties as assigned by the principal.
McCluney, Kellee	Assistant Principal	The assistant principal will support the principal in providing the vision and direction for the school through shared leadership, discussions, and collaboration with all stakeholders. He will communicate and lead professional development related to the "Vision of Excellent Instruction" school wide expectations for instruction in all academic areas and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, and communicating with parents regarding school based discipline plan and activities. Maintain high visibility within all areas of the campus and in all classrooms. Assist teachers in organizing classrooms for effective teaching. Develop and manage positive behavior support systems and collaborate with principal, teachers and families. The ability to

Name	Position Title	Job Duties and Responsibilities
		work cooperatively and collaboratively with staff members, parents, students and the public. Investigate problems of a disciplinary nature, document information and report findings and decisions to appropriate individuals. Provide information to the principal regarding teacher effectiveness in classroom management and classroom assignment. Provide professional development for teachers through related to developing a strong classroom culture, effective expectations and procedures to allow to effect classroom management. Establish individual and/or group instructional coaching and mentoring to teachers to improve classroom management for all learners. Responsible for timely and accurate information they maintain and disseminate as part of their job responsibilities including district and state assessments, student attendance and other duties as assigned by the principal.
Rossiello, Lisa	Instructional Coach	The instructional coach will assist in the development and implementation of instructional plans that align to district goals and curriculum. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data weekly, diagnose instructional needs and identify research based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed. Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners.
Cox, Audrey	School Counselor	Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services.
Leaman, Maria	Other	The instructional interventionist will assist in the development and implementation of instructional plans that align to district goals and curriculum. Conduct teacher observations and/or walk-throughs and provide feedback that facilitates teacher reflection and growth. Will provide professional development focused on improving alignment and delivery of the written, taught and tested curriculum to increase student success and close performance gaps. Work with teachers to analyze student data, diagnose instructional needs and identify research based instructional strategies to close achievement gaps. Provide professional development for teachers through modeling engaging, standards-based teaching as needed.

Name	Position Title	Job Duties and Responsibilities
		Provide individual and/or group instructional coaching and mentoring to teachers to improve classroom instruction for all learners
Wells, Tracy	School Counselor	Manages small group counseling and guidance programs. The school counseling program goal is to teach all students developmental social skills to be successful in school and in life. We are able to achieve this goal through counseling and advisement, individual student planning, career planning, collaboration and consultation, transition services, accountability and evaluation. Work with the school staff, families, and district related to students with attendance concerns as outlined in the district plan. Communicate with all stakeholders related to attendance and guidance services.

Demographic Information

Principal start date

Monday 1/6/2020, Kori Hurst L

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.*

3

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.*

7

Total number of teacher positions allocated to the school

63

Total number of students enrolled at the school

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

25

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

25

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	85	95	99	83	85	79	89	0	0	0	0	0	0	615
Attendance below 90 percent	10	30	26	23	21	17	20	0	0	0	0	0	0	147
One or more suspensions	2	4	5	7	13	19	14	0	0	0	0	0	0	64
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	0	3	4	0	0	0	0	0	0	0	0	0	7
LEVEL 1 ON 2021 FSA ELA	0	0	0	0	39	31	30	0	0	0	0	0	0	100
LEVEL 1 ON 2021 FSA MATH	0	0	0	0	45	42	44	0	0	0	0	0	0	131

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	1	3	2	7	40	38	33	0	0	0	0	0	0	124

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	21	4	0	4	0	1	0	0	0	0	0	0	35
Students retained two or more times	0	0	0	0	0	2	5	0	0	0	0	0	0	7

Date this data was collected or last updated

Tuesday 8/31/2021

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	99	119	102	93	93	109	84	0	0	0	0	0	0	699
Attendance below 90 percent	11	36	22	29	18	30	18	0	0	0	0	0	0	164
One or more suspensions	2	6	3	10	12	12	10	0	0	0	0	0	0	55
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	9	20	24	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	28	28	0	0	0	0	0	0	62

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	2	2	2	5	11	24	24	0	0	0	0	0	0	70

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	8	16	3	3	1	0	1	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	4	5	0	0	0	0	0	0	10

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	99	119	102	93	93	109	84	0	0	0	0	0	0	699
Attendance below 90 percent	11	36	22	29	18	30	18	0	0	0	0	0	0	164
One or more suspensions	2	6	3	10	12	12	10	0	0	0	0	0	0	55
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	9	20	24	0	0	0	0	0	0	53
Level 1 on 2019 statewide Math assessment	0	0	0	0	6	28	28	0	0	0	0	0	0	62

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	2	2	2	5	11	24	24	0	0	0	0	0	0	70

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	8	16	3	3	1	0	1	0	0	0	0	0	0	32
Students retained two or more times	0	0	0	0	1	4	5	0	0	0	0	0	0	10

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				46%	62%	57%	51%	60%	56%
ELA Learning Gains				51%	60%	58%	53%	54%	55%
ELA Lowest 25th Percentile				54%	57%	53%	50%	46%	48%
Math Achievement				49%	63%	63%	55%	62%	62%
Math Learning Gains				51%	65%	62%	55%	59%	59%
Math Lowest 25th Percentile				43%	53%	51%	52%	49%	47%
Science Achievement				44%	57%	53%	48%	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	44%	64%	-20%	58%	-14%
Cohort Comparison						
04	2021					
	2019	42%	61%	-19%	58%	-16%
Cohort Comparison		-44%				
05	2021					
	2019	50%	60%	-10%	56%	-6%
Cohort Comparison		-42%				
06	2021					
	2019	46%	60%	-14%	54%	-8%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2019	45%	61%	-16%	62%	-17%
Cohort Comparison						
04	2021					
	2019	47%	64%	-17%	64%	-17%
Cohort Comparison		-45%				
05	2021					
	2019	49%	60%	-11%	60%	-11%
Cohort Comparison		-47%				
06	2021					
	2019	53%	67%	-14%	55%	-2%
Cohort Comparison		-49%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	42%	56%	-14%	53%	-11%
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 IS USED TO MONITOR ELA AND MATH DATA.
Brevard schools don't have a systemic way of analyzing science data at fall, winter, spring intervals.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/32%	41/42%	61/62%
	Economically Disadvantaged	23/56%	33/80%	38/93%
	Students With Disabilities	0/0%	2/10%	4/20%
	English Language Learners	0/0%	0/0%	2/40%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/20%	18/19%	38/49%
	Economically Disadvantaged	17/34%	14/33%	28/67%
	Students With Disabilities	0/0%	2/13%	5/31%
	English Language Learners	1/14%	0/0%	4/57%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/10%	24/24%	36/37%
	Economically Disadvantaged	10/13%	23/29%	36/46%
	Students With Disabilities	0/0%	5/31%	1/6%
	English Language Learners	1/12%	1/12%	1/12%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/8%	13/13%	26/26%
	Economically Disadvantaged	8/10%	13/17%	26/32%
	Students With Disabilities	0/0%	2/13%	1/6%
	English Language Learners	2/25%	0/0%	1/12%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	30/17%	41/26%	52/40%
	Economically Disadvantaged	13/20%	19/29%	29/44%
	Students With Disabilities	0/0%	2/10%	4/20%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/6%	12/15%	21/26%
	Economically Disadvantaged	5/8%	11/17%	18/27%
	Students With Disabilities	0/0%	3/15%	2/10%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/19%	24/28%	34/40%
	Economically Disadvantaged	13/22%	17/28%	25/42%
	Students With Disabilities	3/16%	5/26%	7/37%
	English Language Learners	0/0%	1/20%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0/0%	7/8%	17/20%
	Economically Disadvantaged	0/0%	5/8%	11/18%
	Students With Disabilities	0/0%	2/11%	2/11%
	English Language Learners	0/0%	0/0%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/26%	18/23%	26/33%
	Economically Disadvantaged	16/24%	14/21%	21/32%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	0/0%	0/0%	1/33%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	13/15%	15/18%	26/31%
	Economically Disadvantaged	16/24%	14/21%	21/32%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	0/0%	0/0%	1/33%
Science	Number/% Proficiency	Fall	Winter	Spring
	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

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/19%	21/24%	24/27%
	Economically Disadvantaged	13/19%	18/26%	20/29%
	Students With Disabilities	1/1%	2/13%	3/20%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	7/8%	20/22%	23/26%
	Economically Disadvantaged	5/7%	16/23%	17/25%
	Students With Disabilities	0/0%	3/20%	2/13%
	English Language Learners	0/0%	0/0%	1/14%

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	17	29	42	15	31	31	7				
ELL	27	40		18	33						
BLK	20	34	37	12	22	28	23				
HSP	29	43	60	25	29		14				
MUL	29	29		29	20						
WHT	38	51		32	33		52				
FRL	26	38	55	18	22	23	29				

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	30	41	39	30	41	39	27				
ELL	28	60	60	39	47						
BLK	37	48	41	41	46	39	33				
HSP	42	59	58	57	58		35				
MUL	48	44		46	48		54				
WHT	55	54	68	56	55	48	61				
FRL	43	48	52	44	48	42	37				

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	35	48	50	28	47	48	37				
ELL	19	64		38	55						
BLK	39	42	42	46	53	55	35				
HSP	47	66	64	64	59						
MUL	52	58		62	59		53				
WHT	59	57	43	57	55	50	53				
FRL	47	51	47	54	55	53	45				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	63
Total Points Earned for the Federal Index	294

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	25
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	36
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	25
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	41
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

*ELA proficiency (FSA 3+) is trending down: 2018 - 51%, 2019 - 46%, 2021, 29%.
*Grade level proficiency on FSA ELA is as follows: third (28%), fourth (25%), fifth (29%) and sixth grade (33%).
*Math proficiency is trending down: 2018 - 55%, 2019 - 49%, 2021 - 23%.
*Grade level proficiency on FSA Math is as follows: third (16%), fourth (25%), fifth (16%) and sixth grade (32%).
*Science proficiency is trending down: 2018 - 48%, 2019 - 44%, 2021 - 33%.
*ELA learning gains are trending down: 2018 - 54%, 2019 - 51%, 2021 - 41%.
*Math learning gains are trending down: 2018 - 55%, 2019 - 51%, 2021 - 27%.
*Math lowest 25% learning gains are trending down: 2018 - 51%, 2019 - 43%, 2021 - 24%.
*Students with disabilities (SWD) and English Language Learners (ELL) continue to be Saturn's 2 lowest performing subgroups in ELA achievement.

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

Science, Math, and ELA
SY21 Science Achievement 3+ : dropped 11 points 44% to 33%
SY21Math Achievement 3+ : dropped 26 points 49% to 23%
SY21Math Learning Gains: dropped 24 points 51% to 27%
SY21Math Learning Gains of Bottom Quartile: dropped 19 points 43% to 24%

SY21ELA Achievement 3+ : dropped 17 points 46% to 29%
SY21ELA Learning Gains: dropped 10 points 51% to 41%
SY21Chronic Absenteeism : 32% of all students missed 10% of all school days

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

Contributing factors to lower trends in all subject areas include inconsistency in teacher attendance & student attendance leading to gaps in consistent, rigorous instruction and intervention. With students e-learning from home and many of those in person in a hybrid learning environment, student engagement, small group instruction, differentiation, and intervention were minimized. New actions for improvement include a standards aligned curriculum (Benchmark Advance/Savvas) that focuses on all students being accelerated by using on grade level materials, and lessons structured to challenge all students to be engaged and do the thinking that the lessons demand. Collaborative planning with embedded professional development to assure successful deliver of instruction. The implementation of a fluid intervention block based on the analysis of iReady data and the alignment of evident based strategies with student skill needs. Scaffolding and acceleration within all subject areas to support core instruction. Eureka Math implemented with fidelity to include the required components as well as instruction centered around the Mathematical Practices. Math intervention in place to develop the prerequisite skills needed to support a successful core. A science lab focused on the science standards identified as weaknesses through assessment data, and PENDA implemented to support individual student standard weaknesses.

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

SY21 FSA ELA LG of Lowest 25% remained constant from 2019 - 54% to 2021 - 54%. Although this stayed the same Saturn counts this as a strength due to pandemic conditions.

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

Contributing factors to ELA LG of L25% include the monitoring of iReady data at the individual student level with aligned interventions utilizing evidence based strategies to include 95% Group, LLI, Lexia, and Barton and all available personnel. New actions taken include implementing an MTSS process where student achievement is closely monitored through problem solving stakeholder discussions, and interventions delivered through highly qualified and trained personnel. Also, a backup plan is in place to assure the continuation of interventions in the absence of adults.

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

Saturn will continue to focus on high quality standards aligned instruction with new ELA curriculum which includes strategies for scaffolding learning. Small group lessons focused on grade level content, in combination with strong MTSS procedures will benefit student learning.

The following strategies will continue to bolster student growth and achievement:
*Scaffolded learning planned into the literacy block
*Small group instruction
*Strong PLCs with a focus on grade level standards (now benchmarks)
*Implementation of high quality, informational text to increase student background knowledge
*Protected intervention blocks

Additionally, Saturn will continue to focus on high quality standards aligned instruction with math curriculum and intervention. Exit tickets will be used to diagnose gaps in learning in combination with strong MTSS procedures to support appropriate matches between student needs, math resources

and appropriate teacher. The iReady Prerequisite Report will be used to group students and identify the prerequisite skills needed to be developed through small group instruction prior to the delivery of the core.

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.

The following professional learning will be a focus:

*The new ELA curriculum (Benchmark/Savvas) and the BEST Standards
*Structured, weekly data chats for all grade levels - How to analyze data and utilize it for instructional improvements as well as student support
*Benchmark mapping and curriculum guides created by the teachers to guide instruction
*Continued Guided Reading training and support for primary teachers
*Explicit, direct instruction (EDI) engagement strategies across whole school
*Acceleration and scaffolding strategies within the curriculum
*Eureka instructional components and look fors within the classroom that support the Mathematical Practices
*Absenteeism --- write something
*Behavior -- write any PD

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

SY 2021-22 is a new ELA materials adoption year for our school district. Ongoing PD provided by the district as it pertains to ELA programs will be a supported factor. Also, the school employs a Literacy Coach, who will work with targeted faculty in support of their growth and development. Math sustainability is an important factor at Saturn. In order to stay the course with Math, Saturn will need to ..... Saturn now has a full time science coach, who will work specifically with teachers in their planning of rigorous science lessons and labs. Sustainability will improve with the recruitment and retention of high quality instructional personnel.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	*ELA proficiency (FSA 3+) is trending down: 2018 - 51%, 2019 - 46%, 2021, 29%. *Grade level proficiency on FSA ELA is as follows: third (28%), fourth (25%), fifth (29%) and sixth grade (33%). *IReady SY21 End-of-Year K-2 Diagnostic data for students on grade level was K- (40%), 1st - (22%), and 2nd - (23%). *Students with disabilities (SWD) and English Language Learners (ELL) continue to be Saturn's 2 lowest performing subgroups in ELA achievement.
Measurable Outcome:	To achieve a school grade of C, Saturn's goals include: *ELA proficiency (FSA 3+) 2021:29%. >>> 2022: 42% *IReady K-2 Diagnostic data at 50% or higher for all grade levels.
Monitoring:	*Weekly classroom walkthroughs, with immediate feedback and coaching steps planned. *iReady data reports weekly monitored for usage and proficiency *iReady diagnostic reports given 3x/year *Intervention progress monitoring data *IReady Standards Mastery data - 2 standards/9 weeks *Student/teacher attendance will be monitored monthly.
Person responsible for monitoring outcome:	Lisa Rossiello (rossiello.lisa@brevardschools.org)
Evidence-based Strategy:	*Tier 1 (Core) Curriculum is on the 2021 approved Florida Instructional Materials Adoption list. Florida Benchmark Advance 2022 (K-5) • i-Ready is supported by Promising Evidence according to Evidence for ESSA. *• Leveled Literacy Intervention (LLI) is supported by Moderate to Strong Evidence according to Evidence for What Works Clearinghouse (WWC).
Rationale for Evidence-based Strategy:	*29% of students at Saturn are proficient in ELA based on 21 FSA ELA Achievement data. Implementation of high quality ELA instructional materials with fidelity will support the explicit instruction of vocabulary, phonics, phonemic awareness, fluency and comprehension. Collaborative planning for instruction and use of high quality instructional materials will support teachers to understand how to identify their students' instructional needs, select appropriate materials, organize instruction to maximize learning, and differentiate instruction to meet individual needs. *iReady: Students arrive at varying ability levels. Driven by the Diagnostic, lessons provide tailored instruction that meets students where they are and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings **LLI: With 71% of students struggling with reading/scoring a level 1-2, LLI is needed to increase reading volume by engaging students in large amounts of successful daily reading.

Action Steps to Implement

Implement collaborative planning utilizing the Benchmark/Savvas curriculum facilitated by the literacy coach and focused on the BEST Standards and the district pacing guides. Professional development will be embedded within this time for instructional strategies to support acceleration and scaffolding within the core.

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Implement iReady for all students with the goal of 40 min./week with at least an 80% passage rate. Data chats will be in place for all 4-6 grade students to include goal setting and follow up. Iready My Instructional Path will be monitored for the lowest 25% students to assure intervention alignment and to make acceleration adjustments as needed.

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Provide professional development in small group instruction using the MTSS framework, iReady, and Fountas and Pinnell Classroom Guided Reading Libraries. (Title I)

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Look at individual iReady diagnostic scores of Level 1 and 2 students to determine specific needs for differentiated instructional and intervention supports.

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Plan using the district pacing documents to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to ensure that small group and interventions are being implemented with fidelity. Follow up with coaching as needed.

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Implement a school-based plan related to iReady Standards Mastery for grade 2-6 to include data discussion at grade level meeting and planning for reteaching for those who have not met mastery. A like model is being used in grades K-1 to address priority standards.

Person Responsible Lisa Rossiello (rossiello.lisa@brevardschools.org)

Provide teachers with necessary resources and materials to implement and execute intervention and differentiated instruction to include: Curriculum & Associates Language Arts Florida Standards (LAFS), Write Score, Fountas and Pinnell Guided Reading Classroom, Heinemann Leveled Literacy Intervention Kits, PASI 95%, Reading Counts, and Star Fall (Title I)

Person Responsible Cheree Cochran (cochran.cheree@brevardschools.org)

Hire an instructional coach to coach teachers, create, maintain, and monitor the effectiveness of structured interventions and small instruction, which includes a tracking system to consistently collect and analyze data. (Title I)

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

Hire three Title I teachers and five instructional assistants to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title I)

Person Responsible Kori Hurst (hurst.kori@brevardschools.org)

Implementation of bi-weekly data meetings to track and monitor student progress in academics and problem solve around intervention/scaffolding supports needed for students to be successful with the on-grade level core. Evaluate the effectiveness of interventions as to the gap closure and make adjustments as necessary.

Person Responsible	Lisa Rossiello (rossiello.lisa@brevardschools.org)

Track data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE and ESOL strategies to improve student performance. (ESGI assessment for kindergarten)

Person Responsible	Kori Hurst (hurst.kori@brevardschools.org)

Hire two ASP teachers to provide instructional tutoring for our lowest 25% and Tier 2 and 3 students. (Title I- may hire additional ASP teachers)

Person Responsible	Cheree Cochran (cochran.cheree@brevardschools.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	SY21Math Achievement 3+ : dropped 26 points 49% to 23% SY21Math Learning Gains: dropped 24 points 51% to 27% SY21Math Learning Gains of Bottom Quartile: dropped 19 points 43% to 24%
Measurable Outcome:	SY21Math Achievement 3+ : dropped 26 points 49% to 23% GOAL SY22: 50% SY21Math Learning Gains: dropped 24 points 51% to 27% GOAL SY22: 55% SY21Math Learning Gains of Bottom Quartile: dropped 19 points 43% to 24% GOAL SY22: 60%
Monitoring:	*Weekly classroom walkthroughs, with immediate feedback and coaching steps planned. *iReady data reports weekly monitored for usage and proficiency *Student/teacher attendance will be monitored monthly.
Person responsible for monitoring outcome:	Maria Leaman (leaman.maria@brevardschools.org)
Evidence-based Strategy:	Teams will use provided data from iReady, Eureka, and small group instruction to determine at-risk students, clearly identify problem/target skill instruction, create skills and content groups, and respond to student needs.
Rationale for Evidence-based Strategy:	*Eureka Curriculum: This focuses on helping students build knowledge—not just skills. Students at Saturn need comprehenisve, cohesive curriculum that can be taught explicitly and systematically with opportunities for re-teach. *iReady: Students at Saturn arrive at varying ability levels. Driven by the i-Ready Diagnostic, lessons in Mathematics provide tailored instruction that meets students where they are in their journey and encourages them as they develop new skills. Tools for Instruction provide actionable, in-the-moment resources for addressing skills gaps in small group and one-on-one settings.

Action Steps to Implement

MATH
1. Guarantee all students receive Eureka instruction to include all required components as part of their Tier 1 instruction.
2. Plan to monitor effectiveness of instruction by conducting weekly classroom walk-throughs to eliminate below grade level learning tracks.
3. Professional development to support teacher led differentiated data driven small group instruction (utilizing the iReady Prerequisite Report) to close skill gaps embedded within math block.
4. Increase parent involvement in mathematics through Partners in Progress (student led conferences) and virtual conferences.
5. Provide teachers with necessary professional development, resources and materials to implement high impact instruction such as Title I instructional assistants, Eureka for 6th grade, and FSA countdown materials. (Title I)
6. Create student data tracking system and implement bi-weekly data meetings to track and monitor student progress in math.

Person Responsible	Kori Hurst (hurst.kori@brevardschools.org)

MATH CONTINUED
7.Hire one Title I teacher to provide instruction and to support Tier 2 and 3 instruction for grade K-6. (Title

l)
8.Track data for all subgroups, including Students with Disabilities, Black, English Language Learners, Hispanic and utilize ESE accommodations and ESOL strategies to improve student performance.

Person Responsible	Kellee McCluney (mccluney.kellee@brevardschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	SY21 Science Achievement 3+: dropped 11 points 44% to 33%
Measurable Outcome:	SY22 Science Achievement 3+ Goal: 50%
Monitoring:	*Weekly classroom walkthroughs, with immediate feedback and coaching steps planned. *PENDA data reports weekly monitored for usage and proficiency *Student/teacher attendance will be monitored monthly.
Person responsible for monitoring outcome:	Kori Hurst (hurst.kori@brevardschools.org)
Evidence-based Strategy:	Science 5E Model: The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. PENDA: Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy.
Rationale for Evidence-based Strategy:	Science 5E Model: The 5E Model of Instruction includes five phases: Engage, Explore, Explain, Elaborate, and Evaluate. It provides a carefully planned sequence of instruction that places students at the center of learning. It encourages all students to explore, construct understanding of scientific concepts, and relate those understandings to phenomena or engineering problems. PENDA: Research clearly supports game-based learning as a powerful tool for education. Penda routinely sees significant student gains with just 30 minutes of practice per week. Schools using Penda effectively and consistently improve science outcomes because the platform is constructed on a foundation of research and pedagogy. Penda employs Webb's Depth of Knowledge to expand students' skill sets and offer new challenges, literally creating new pathways in the brain.

Action Steps to Implement

1) 5TH GRADE team will implement PENDA science computer-based program with weekly & monthly progress monitoring for usage and mastery.
2.) Teachers will administer 5th grade science diagnostic to determine which gaps students have related to 3rd and 4th grade science standards. This data will be used to create instructional focus calendar for remainder of school year.
3.)Grade level teams will meet during pre-planning and at least 2 Fridays per semester to create long range plans to ensure grade level alignment. Grade Level Teams will utilize STEMscopes and PENDA for instruction.
4) School leadership will facilitate classroom walkthroughs to observe instruction and implementation of grade level long range plans and instructional supports. Walkthrough data will be utilized to create "next steps" plans to ensure we are meeting the targeted school initiatives.
5.) M.Ferro, district content specialist will plan with 5th grade team and support CWT's.

Person Responsible	Kori Hurst (hurst.kori@brevardschools.org)

#4. Culture & Environment specifically relating to Early Warning Systems	
Area of Focus Description and Rationale:	SY21Chronic Absenteeism : 32% of all students missed 10% of all school days. Saturn's suspension rate of 18.7 incidents per 100 students is above the state average of 3.9 incidents per 100 students. Saturn's Early Warning Systems identify students with indicators that are barriers to academic success. Student suspensions are statistically significantly correlated to academic success, and unfortunately suspensions can, in themselves, be reinforcing for students as they escape academic work and any social anxiety they may be facing. By increasing opportunities for social emotional learning activities and maintaining meaningful academic work completion during in school suspensions, we will focus on reducing the overall suspension rate of students. Saturn has 26 new teachers. Mentoring and training these new teachers in order to facilitate strong classroom management and prevent discipline concerns will be a critical piece to school improvement.
Measurable Outcome:	SY22: Chronic Absenteeism GOAL : ONLY 18% of students will miss 10% of all school days. This is a decrease of 14%. During the 20-21 school year, Saturn Elementary had an excess of 1400 office discipline referrals. Approximately 80% of students had 0-1 discipline referrals, approximately 11% of students had 2-5 discipline referrals, and approximately 9% of students had 6 or more office discipline referrals. The goal for the 21-22 school year will be to reduce total office discipline referrals by 10% and improve to 90% of students receiving 0-1 discipline referrals during the school year.
Monitoring:	Weekly attendance and behavior report monitoring. Saturn Elementary is utilizing Florida's RtI:B Database to enter office discipline referral information in addition to Brevard's local data system. This tool will allow the school's PBIS leadership team to monitor and problem solve around behavior.
Person responsible for monitoring outcome:	Kori Hurst (hurst.kori@brevardschools.org)
Evidence-based Strategy:	Saturn Elementary is utilizing the Second Step curriculum to teach Social-Emotional Learning skills to all students. School guidance counselors and social workers provide small group SEL lessons utilizing the evidence-based curriculum of Zones of Regulation. Additional supports and strategies such as Check-in-Check Out and targeted group counseling is also utilized to address student needs. ABSENTEEISM STRATEGIES. Prevention - Establish sound, reasonable attendance policies to set clear standards and high expectations for students; Increase engagement and personalization with students and families through family involvement; Educate parents about the risk factors for youth absenteeism and truancy, including gang involvement, violence and other anti-social behaviors Early Intervention - Reduce barriers to attendance, especially in elementary school; Increase monitoring of attendance and inform parents about the importance of attendance when students begin to show absenteeism patterns

	Targeted Intervention - Specifically designed to help students with attendance and dropping out include in-school, alternative, and community-based programs; and partnerships between school, community organizations, and community agencies.
Rationale for Evidence-based Strategy:	Student connectedness is a indicator for academic success. In using evidenced based SEL curriculum, and by providing mental health supports, we provide students with teaching and reteaching of acceptable ways to express themselves to adults and peers and will therefore reduce student behavioral issues as well as the rate of student suspension. By requiring students to complete meaningful academic work during in school suspension we also ensure student understanding that adverse behaviors will not provide an escape from difficult work while teaching them replacement behaviors for acquiring assistance when needed.

Action Steps to Implement

SOCIAL EMOTIONAL LEARNING ACTION STEPS:
1.District provided school based social worker.
2. Hire two school based guidance counselors (Title I)
3. Develop a master schedule that allows for an SEL instruction block at every grade level
4. Order SEL games and Second Step resources
5. Develop a SEL morning meeting "Look For" check sheet to provide feedback to teachers during weekly walkthroughs.
6. Allow guidance counselors and social worker time for small group lesson as needed for Tier2 and 3 students.

Person Responsible	Carrie Piscia (piscia.carrie@brevardschools.org)

CHRONIC ABSENTEEISM -
1. Attendance incentives: Giving certificates of good attendance and improving attendance and recognizing them in assemblies.
2. Organizing an “attendance team” with various staff members and setting goals.
3. Meeting every two weeks to look at the cases of chronically absent students and identifying the reasons for the absences, as well as beginning to develop a picture of individuals and groups. Strategically assigning a team member to follow up on students and their families.
4. Having family conferences. For students whose attendance rates did not improve, the principal will meet with students and a parent/guardian to lay out expectations and sign an improvement plan.

Person Responsible	Tracy Wells (wells.tracy@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the 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.

The SAFE SCHOOLS FOR ALEX database contains lagging SESIR-based discipline data from SY19-20 and back 2 years. Saturn's suspension rate of 18.7 incidents per 100 students is above the state average of 3.9 incidents per 100 students_. From SY18-19 to SY19-20 out of school suspensions decreased from 88 >>76 and in school suspensions increased from 70>>102. This was due to an effort to keep students in school receiving instruction. Saturn leadership team continues to focus on strategies to build positive relationships with students and enhance clear expectations in the classroom and school.

Our mission at Saturn is to provide a safe and supportive community where ALL will achieve personal growth. To establish a strong school culture and climate we are implementing small social skills groups for selected students and daily SEL time for all students using research-based curriculum Sanford Harmony and classroom carpet spaces in primary grades. Our school based social worker, counselor provided by Lifetime Counseling, and guidance counselors work alongside of parents, students, and teachers to ensure that the social emotional needs of students are being addressed. Social emotional learning often times comes before academic learning for some students. Our school-wide expectations modeled after Positive Behavior Intervention Support (PBiS) are the foundation of the Tier 1 plan for students school wide. It also works hand in hand with SEL and students before or during students transition to Tier 2 or 3 for behavior. The focus being on meeting the needs of the whole child to allow for academic success. During this school year, we will also be working as a school team to determine if there is a correlation between our students who arrive late to school or have attendance less then 90% and the need for social emotional support. Our goal will be to put structures in place to support the social and emotional needs of our students and their families.

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.

Saturn continues to work on building a positive school culture and environment through Positive Behavior Support implementation, building classroom communities through Sanford Harmony and creating positive student-student & student-adult relationships.

Additionally, the Saturn leadership team examines parent, teacher and student survey data annually to

improve the learning environment and culture.
Parent Survey Results:
Parents indicated INSERT SURVEY DATA AND CHANGES MADE AS A RESULT.
Parents indicated as a school we could do a better job of communicating with them, provide tutoring or extra instruction, and address student discipline. As a result of this information, we have made a commitment to acknowledge that parents and students need connection; and communication is a way to build it.

Teacher Survey Results:
In January 2021, teachers completed a survey and identified INSERT SURVEY DATA HERE.
In response, SUCH AND SUCH WILL HAPPEN.

In January 2021, our students in grades 3-6 completed an anonymous online survey called Youth Truth. We received feedback from XXXXX of our students. This is their voice, their perception.
Students feel that INSERT COMMENT HERE.
In response to student feedback, Saturn is .....

Additionally, Saturn is implementing XYZ.....

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

EDIT THIS SECTION AND ADD THINGS BEING DONE AT SATURN TO PROMOTE POSITIVE CULTURE :)

Engaging ALL Stakeholders
Saturn engages families, students. and all faculty in a shared understanding of academic and behavioral expectations as well as high-quality instruction.

TEACHERS & STAFF
Teachers communicate high expectations for all students (e.g., "All students are college material"). Teachers meet in PLCs weekly to routinely examine disaggregated data to look for themes/patterns among student groups. This data and the following, discipline referrals or incident reports, in and out-of-school suspension and attendance also forms the basis for discussions of what's working (or not) for particular groups within a school and What needs to be done. The administration ensures that teachers have resources, training, and ongoing support to meet them and provides frequent, constructive feedback, and actively makes themselves available to teachers and staff. This year Mrs. Hurst, principal, is implementing voluntary weekly Teacher-Admin check-ins to improve communication and resolve concerns in a timely fashion.

New Teachers - The school provides orientation for new teachers and ongoing support from a mentor teacher. Teachers establish and practice clear expectations and classroom procedures, and provide frequent feedback to students, and encourage students to be caring and respectful to one another and teachers model such interactions in the classroom. The schools, curriculum and teachers' lesson plans draw on the diverse interests and experiences of students.

Front Office Staff - As the front line to customer service and family support, Saturn's front office works at being "user-friendly". The staff works to INSERT WORDS.

STUDENTS
Student work is displayed throughout school A clear code of conduct for students and adults with input from students, families, and school personnel has been created. Such as, establishing specific strategies, but attainable for reducing disproportionate discipline with staff, student, and family input. Implementing

evidence-based alternatives to exclusionary discipline (e.g., restorative practices and positive behavioral supports) and provide ongoing training and feedback to teachers on implementing these approaches.

FAMILIES AND COMMUNITY:
SAC - The school has established an infrastructure to support family engagement, such as a decision-making SAC council. It reaches out to families and the community early and often - not just when there is an issue. Seeking input from families on how the school can support students, and follow up with what's being done as a result. We also ensure that logistics of parent/teacher conferences and other school events enable all parents to participate (schedule to accommodate varied work hours, offer translation, and provide food and childcare). It is a priority for the school to intentionally engage with families of historically under-served students (e.g., by providing opportunities for small-group conversations with school leaders).